

## Curriculum Map: English 9-Harvatine 2020-2021

Course: ENG 9 Sub-topic: Uncategorized

Grade(s): 9

**Course Description:** This course is designed for all ninth grade students who enroll in the regular or accelerated, sequential educational program. The ninth grade curriculum combines study in literature, composition, grammar and vocabulary. Composition assignments may center on skills and content found in the literature. Correct grammatical usage and writing techniques are stressed.

**Course Textbooks, Workbooks, Materials Citations:** Prentice Hall Literature- Gold Level/ Pearson Education, Inc. 2002  
*To Kill a Mockingbird* Novel by Harper Lee/ McIntosh and Otis 1960 (paperback)  
*Wanderings of Odysseus* by Rosemary Sutcliff/ Laurel Leaf; Reissue Edition 2005  
*House on Mango Street* by Sandra Cisneros/ Vintage Books 1984  
*The Westing Game* by Ellen Raskin/ Puffin Books 1978  
Macbeth by William Shakespeare/ Prestwick House 2005

### Unit: Unit One: Short Stories

Timeline: 10 Weeks

**Unit Description:** The unit is designed around the theme of Humanity. The stories, novels and poems reflect the theme and contribute to the core standards. Writing, grammar, vocabulary, literature analysis and comprehension is incorporated within the unit.

**Unit Essential Questions:** How do strategic readers create meaning from informational and literary text? What is this text really about?

What is this text really about?

How does what readers read influence how they should read it?

How does a reader's purpose influence how text should be read?

How does interaction with text provoke thinking and response?

How does one organize and synthesize information from various sources?

What makes clear and effective writing?

What strategies and resources does the learner use to figure out unknown vocabulary?

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.

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

Effective research requires the use of varied resources to gain or expand knowledge.

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.

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

**Unit Materials:** -cell phones (vocabulary and research)

-chromebook ( various online formats)

Online software

- edpuzzle

-common lit

-readworks

-Google apps and Classroom

-vocabulary.com

-quizlet

-kahoot

-quizzizz

-newsela

-litcharts

-Online novels

-Various other resources

**Unit  
Assignments:**

**"Most Dangerous Game" assignments**

Literary terms you need to know list ( powerpoint and vocabulary )

Most Dangerous Game vocabulary list ( google doc)- vocabulary.com

Most Dangerous Game close reading assignment ( pdf)-includes final writing assignment for the short story ( conflict/suspense/theme)

Most Dangerous Game plot activity ( doc)

Most Dangerous Game critical thinking questions ( pdf)

Most Dangerous Game assessment project ( CSI) ( pdf)

Non-fiction articles throughout

**"Cask of Amontillado" Assignments**

Edgar Allan Poe webquest (doc)

Discussion questions ( doc)

Vocabulary list ( doc and vocabulary.com/quizlet)

Learning tasks ( doc and pdf)

Cask quiz ( google form)- enhanced multiple choice

coat of arms project (doc)

literary analysis ( pdf and doc)

Non-fiction articles throughout

***To Kill a Mockingbird* Assignments ( Part One and Two)**

TKAM vocabulary lists ( doc and vocabulary.com)

TKAM webquest (doc)

TKAM research of time period ( doc) and internet)

TKAM vocabulary sentence activities including grammar (doc)

TKAM chapter quizzes ( google form)

TKAM random reading checks ( doc or google form)

Lit chart reading and theme organizers ( litcharts shared to Google Classroom)

Chapter summary cards (doc)

TKAM Close Reading organizers ( litcharts)

TKAM final test ( doc and google form)

TKAM Text dependent analysis writing throughout novel ( doc)

**Unit Key Terminology & Definitions :**

Refer to Unit assignments for list of vocabulary ( will be included on google docs and online formats)

**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 \(Advanced\)](#) 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](#) Determine the point of view of the text and analyze the

<a href="#">(Advanced)</a> <a href="#">CC.1.3.9-10.E</a> <a href="#">(Advanced)</a>	impact the point of view has on the meaning of the text. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
<a href="#">CC.1.3.9-10.F</a> <a href="#">(Advanced)</a>	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.3.9-10.G</a> <a href="#">(Advanced)</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
<a href="#">CC.1.3.9-10.H</a> <a href="#">(Advanced)</a>	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
<a href="#">CC.1.3.9-10.I</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.9-10.J</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.9-10.K</a> <a href="#">(Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.9-10.A</a> <a href="#">(Advanced)</a>	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<a href="#">CC.1.4.9-10.B</a> <a href="#">(Advanced)</a>	Write with a sharp, distinct focus identifying topic, task, and audience.
<a href="#">CC.1.4.9-10.C</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.D</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.E</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.F</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.M</a> <a href="#">(Advanced)</a>	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.9-10.N</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.O</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.P</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.Q</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.R</a> <a href="#">(Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

[CC.1.4.9-10.X  
\(Advanced\)](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(\* standards consolidated from Topic level)

### **Topic: "Most Dangerous Game" Short Story**

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.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.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.

### **Topic: "Cask of Amontillado" by Edgar Allan Poe**

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 Secret Life of Walter Mitty short story**

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.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.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: Lady or the Tiger Short Story**

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.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.1.4.9-10.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 \(Advanced\)](#) 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.
- [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.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Topic: "An Occurrence at Owl Creek Bridge" By Bierce-Short Story**

Minutes for Topic: 176

**STANDARDS**

STATE: PA Core Standards (2014)

- [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.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.

## **Unit: Unit Two: Mysteries, Life, and Cultural Lessons**

Timeline: 12 Weeks

**Unit Description:** The unit is designed around the theme of life and cultural lessons. The broad theme allows many stories, poems and novels to be incorporated. The chosen stories deal with characterization and life themes that relate to real life. Vocabulary, writing, grammar and literature analysis will be incorporated within the unit.

**Unit Essential Questions:** How does interaction with text provoke thinking and response?

What makes clear and effective writing?

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

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

Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.

**Unit Materials:** -Chromebook ( research and all online assignments)

-Cell phone ( back up for research and online assignments)

-Textbook

-Wanderings of Odysseus novel

-Poetry packet ( doc/ printed )

-House on Mango Street novel

**Unit Assignments:** **In all stories and throughout unit**

-Fiction and non-fiction stories that match themes from common lit, newsela, edpuzzle and Read works.

### **"Secret Life of Walter Mitty" Short Story**

Reading Guide ( doc and pdf)

Vocabulary list ( doc and vocabulary.com)

Mitty reading quiz ( google form/ doc/pdf)

Witty movie ( amazon)



Compare/contrast essay ( movie to short story)-(doc)

**"I have a Dream" and "Pride" speech/ nonfiction (textbook)**

Time period non-fiction articles ( online and doc)

Background information ( doc and online)

Reading questions from textbook ( text)

Writing a speech ( doc and online)

***Wanderings of Odysseus* novel**

-Mythology research and webquest ( online/ doc)

-Vocabulary lists for whole novel ( doc/ vocabulary.com)

-Chapter questions ( doc)

-Important characters chart ( doc or online)

-Chapter quizzes ( google forms)

-Lit charts ( theme and close reading organizers)

-Timeline review ( doc)

-News article writing ( final project choice/ doc)

**Poetry Packet**

**[https://docs.google.com/document/d/1AFGNXmLqnSN6k-u5mZfUu\\_3F77o\\_PMsnv8uXIuDVxa4/edit?usp=sharing](https://docs.google.com/document/d/1AFGNXmLqnSN6k-u5mZfUu_3F77o_PMsnv8uXIuDVxa4/edit?usp=sharing)**

-Numerous poems to read

- Poetry term list ( in the packet)

-Questions and charts for each poem ( in the packet)

-Rhyme scheme and meter/scansion

***House on Mango Street* Novel**

-Vocabulary lists ( doc/ vocabulary.com)

-pre-reading assignment

-Mango street Author background

-vignette questions

-Chapter quizzes ( Mango Street)

-Mango street modeling assignment (doc/writing assignment)

**Unit Key**

**Terminology & Definitions :** Please see vocabulary lists under unit assignments. Many vocabulary lists per unit.

**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](#)

Apply appropriate strategies to analyze, interpret, and

<a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.9-10.D (Advanced)</a>	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
<a href="#">CC.1.2.9-10.E (Advanced)</a>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
<a href="#">CC.1.2.9-10.F (Advanced)</a>	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.2.9-10.G (Advanced)</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">CC.1.2.9-10.H (Advanced)</a>	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
<a href="#">CC.1.2.9-10.I (Advanced)</a>	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
<a href="#">CC.1.2.9-10.J (Advanced)</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">CC.1.2.9-10.K (Advanced)</a>	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.
<a href="#">CC.1.2.9-10.L (Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.9-10.A (Advanced)</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">CC.1.3.9-10.B (Advanced)</a>	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.
<a href="#">CC.1.3.9-10.C (Advanced)</a>	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">CC.1.3.9-10.D (Advanced)</a>	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
<a href="#">CC.1.3.9-10.E (Advanced)</a>	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
<a href="#">CC.1.3.9-10.F (Advanced)</a>	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.3.9-10.G (Advanced)</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
<a href="#">CC.1.3.9-10.H (Advanced)</a>	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
<a href="#">CC.1.3.9-10.I (Advanced)</a>	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.
<a href="#">CC.1.3.9-10.J (Advanced)</a>	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.
<a href="#">CC.1.3.9-10.K (Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.9-10.A (Advanced)</a>	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.

<a href="#">CC.1.4.9-10.B</a> (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
<a href="#">CC.1.4.9-10.C</a> (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.
<a href="#">CC.1.4.9-10.D</a> (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.
<a href="#">CC.1.4.9-10.E</a> (Advanced)	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.K</a> (Advanced)	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> <li>• Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.L</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.M</a> (Advanced)	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.9-10.N</a> (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.
<a href="#">CC.1.4.9-10.O</a> (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.
<a href="#">CC.1.4.9-10.P</a> (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.
<a href="#">CC.1.4.9-10.Q</a> (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.
<a href="#">CC.1.4.9-10.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.T</a> (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.
<a href="#">CC.1.4.9-10.U</a> (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.
<a href="#">CC.1.5.9-10.B</a> (Advanced)	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
<a href="#">CC.1.5.9-10.C</a> (Advanced)	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each

[CC.1.5.9-10.D \(Advanced\)](#) source.  
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.

(\* standards consolidated from Topic level)

### Topic: Wanderings of Odysseus novel- Chapter 1-6

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.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: Wanderings of Odysseus Ch. 7-16

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.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: Poetry packet-Various poems**

Minutes for Topic: 660

**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.K \(Advanced\)](#) Write with an awareness of the stylistic aspects of composition.
- Use precise language, domain-specific 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.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 \(Advanced\)](#) 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.
- [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.1.5.9-10.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.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.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.

## **Topic: House on Mango Street ( The House on Mango (ch.1) to Marin ( ch. 11)**

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: House on Mango Street ( Those who Don't (ch.12) to Papa Who... ( Ch. 22))**

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.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: House on Mango Street ( Born Bad (23) to Minerva Writes Poems (33))**

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.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: House on Mango Street ( Bums in the Attic to the end)

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.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: Unit Three: Justice and Judgement**

Timeline: 9 Weeks

**Unit Description:** The mystery unit encompasses vocabulary , grammar, writing and literature comprehension through stories, poems and novels.

**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 grammar and the conventions of language influence spoken and written communication?

**Unit Big Ideas:** Effective readers use appropriate strategies to construct meaning. An expanded vocabulary enhances one's ability to express ideas and information.

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

**Unit Materials:** -Chromebook ( docs and assignments)

-cell phone ( research and vocabulary)-back up to chromebook

-*The Westing Game* novel

**Unit Assignments:**

**Throughout unit:**

-Articles and reading practice from readworks, common lit, ixl, newsela, edpuzzle and vocabulary.com/ 5 minute mysteries

**"Lady or the Tiger" short story**

- vocabulary list (vocabulary.com)
- questions for story (doc)
- writing assignment -Finish the story (creative writing)

**"An Occurrence at Owl Street Bridge" -short story**

- Vocabulary lists ( vocabulary.com)
- Point of view practice and journal responses (doc)
- story quiz (google form)
- Skills test ( google form)
- Writing connection to Twilight zone episode ( doc and movie)

***The Westing Game* novel**

- Vocabulary for every five chapters ( doc and vocabulary.com) including mystery and detective terms.
- Lit charts for theme and close reading organizers ( online and docs )
- Reading checks throughout ( random chapters) ( google form)
- Discussion and recall questions for each chapter ( doc)
- Choice board writing ( doc)
- Final test and final writing assignment ( google form and doc)
- Westing Game journals (doc)

**Unit Key**

**Terminology & Definitions :** See unit assignment vocabulary lists and vocabulary.com for detailed 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](#)  
(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](#)

Analyze various accounts of a subject told in different

<a href="#">(Advanced)</a>	mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">CC.1.2.9-10.H</a> <a href="#">(Advanced)</a>	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
<a href="#">CC.1.2.9-10.I</a> <a href="#">(Advanced)</a>	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
<a href="#">CC.1.2.9-10.J</a> <a href="#">(Advanced)</a>	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<a href="#">CC.1.2.9-10.K</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.2.9-10.L</a> <a href="#">(Advanced)</a>	Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.
<a href="#">CC.1.3.9-10.A</a> <a href="#">(Advanced)</a>	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">CC.1.3.9-10.B</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.9-10.C</a> <a href="#">(Advanced)</a>	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">CC.1.3.9-10.D</a> <a href="#">(Advanced)</a>	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
<a href="#">CC.1.3.9-10.E</a> <a href="#">(Advanced)</a>	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
<a href="#">CC.1.3.9-10.F</a> <a href="#">(Advanced)</a>	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.3.9-10.G</a> <a href="#">(Advanced)</a>	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
<a href="#">CC.1.3.9-10.H</a> <a href="#">(Advanced)</a>	Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
<a href="#">CC.1.3.9-10.I</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.9-10.J</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.3.9-10.K</a> <a href="#">(Advanced)</a>	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.9-10.A</a> <a href="#">(Advanced)</a>	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<a href="#">CC.1.4.9-10.B</a> <a href="#">(Advanced)</a>	Write with a sharp, distinct focus identifying topic, task, and audience.
<a href="#">CC.1.4.9-10.C</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.D</a> <a href="#">(Advanced)</a>	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.
<a href="#">CC.1.4.9-10.E</a>	Write with an awareness of the stylistic aspects of

<a href="#">(Advanced)</a>	composition.
	<ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.F (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.G (Advanced)</a>	Write arguments to support claims in an analysis of substantive topics.
<a href="#">CC.1.4.9-10.H (Advanced)</a>	Write with a sharp, distinct focus identifying topic, task, and audience.
	<ul style="list-style-type: none"> <li>• Introduce the precise claim.</li> </ul>
<a href="#">CC.1.4.9-10.I (Advanced)</a>	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.
<a href="#">CC.1.4.9-10.J (Advanced)</a>	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.
<a href="#">CC.1.4.9-10.K (Advanced)</a>	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> <li>• Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.L (Advanced)</a>	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

(\* standards consolidated from Topic level)

## Topic: To Kill a Mockingbird Part One Novel

Minutes for Topic: 660

### STANDARDS

STATE: PA Core Standards (2014)

<a href="#">CC.1.2.9-10.A (Advanced)</a>	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
<a href="#">CC.1.2.9-10.B (Advanced)</a>	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.
<a href="#">CC.1.2.9-10.C (Advanced)</a>	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.
<a href="#">CC.1.2.9-10.D (Advanced)</a>	Determine an author's particular point of view and analyze how rhetoric advances the point of view.
<a href="#">CC.1.2.9-10.E (Advanced)</a>	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
<a href="#">CC.1.2.9-10.F (Advanced)</a>	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.2.9-10.G (Advanced)</a>	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
<a href="#">CC.1.2.9-10.H (Advanced)</a>	Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.
<a href="#">CC.1.2.9-10.I (Advanced)</a>	Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.
<a href="#">CC.1.2.9-10.J (Advanced)</a>	Acquire and use accurately general academic and domain-specific words and

phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- [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: To Kill a Mockingbird Part Two

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: "I Have a Dream" by Martin Luther King Jr.**

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.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.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, domain-specific 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: " Pride" by Bono and "from Rosa Parks: My story"**

Minutes for Topic: 132

**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.

**Topic: The Westing Game chapter 1-10**

Minutes for Topic: 660

**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 Westing Game Chapter 11-20**

Minutes for Topic: 660

**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 Westing Game chapter 21-30**

Minutes for Topic: 660

**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.

**Unit: Unit Four: Shakespeare - Truth and Consequences**

Timeline: 6 Weeks

**Unit Description:** The unit encompasses non-fiction, literature, writing and grammar aspects in connection with William Shakespeare and his works.

**Unit Essential Questions:** 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 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.

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

**Unit Materials:** -Chromebook  
-Cell phone ( as back up to chromebook)  
-Macbeth paperback play ( provided)

**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 *Macbeth***

-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 accomodations ( 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 & Definitions :** See unit assignments and vocabulary.com for lists.

#### **STANDARDS: STANDARDS**

STATE: PA Core Standards (2014)

[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.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

<a href="#">CC.1.3.9-10.B</a> (Advanced)	details; 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.
<a href="#">CC.1.3.9-10.C</a> (Advanced)	Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
<a href="#">CC.1.3.9-10.D</a> (Advanced)	Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.
<a href="#">CC.1.3.9-10.E</a> (Advanced)	Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create an effect.
<a href="#">CC.1.3.9-10.F</a> (Advanced)	Analyze how words and phrases shape meaning and tone in texts.
<a href="#">CC.1.3.9-10.G</a> (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.
<a href="#">CC.1.3.9-10.H</a> (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.
<a href="#">CC.1.3.9-10.I</a> (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.
<a href="#">CC.1.3.9-10.J</a> (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.
<a href="#">CC.1.3.9-10.K</a> (Advanced)	Read and comprehend literary fiction on grade level, reading independently and proficiently.
<a href="#">CC.1.4.9-10.A</a> (Advanced)	Write informative/ explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately.
<a href="#">CC.1.4.9-10.B</a> (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.
<a href="#">CC.1.4.9-10.C</a> (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.
<a href="#">CC.1.4.9-10.D</a> (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.
<a href="#">CC.1.4.9-10.E</a> (Advanced)	Write with an awareness of the stylistic aspects of composition.  <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.F</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.G</a> (Advanced)	Write arguments to support claims in an analysis of substantive topics.
<a href="#">CC.1.4.9-10.H</a> (Advanced)	Write with a sharp, distinct focus identifying topic, task, and audience.  <ul style="list-style-type: none"> <li>• Introduce the precise claim.</li> </ul>
<a href="#">CC.1.4.9-10.I</a> (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.
<a href="#">CC.1.4.9-10.J</a> (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.
<a href="#">CC.1.4.9-10.K</a> (Advanced)	Write with an awareness of the stylistic aspects of composition.
	<ul style="list-style-type: none"> <li>• Use precise language, domainspecific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</li> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul>
<a href="#">CC.1.4.9-10.L</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.M</a> (Advanced)	Write narratives to develop real or imagined experiences or events.
<a href="#">CC.1.4.9-10.N</a> (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.
<a href="#">CC.1.4.9-10.O</a> (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.
<a href="#">CC.1.4.9-10.P</a> (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.
<a href="#">CC.1.4.9-10.Q</a> (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.
<a href="#">CC.1.4.9-10.R</a> (Advanced)	Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
<a href="#">CC.1.4.9-10.S</a> (Advanced)	Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
<a href="#">CC.1.4.9-10.T</a> (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.
<a href="#">CC.1.4.9-10.U</a> (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.
<a href="#">CC.1.4.9-10.V</a> (Advanced)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<a href="#">CC.1.4.9-10.W</a> (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.
<a href="#">CC.1.4.9-10.X</a> (Advanced)	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

(\* standards consolidated from Topic level)

**Topic: Shakespeare/Globe Theater Background**

Minutes for Topic: 176

**STANDARDS**

STATE: PA Core Standards (2014)

- [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.L \(Advanced\)](#) Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.

**Topic: Romeo and Juliet Act One**

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.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: Romeo and Juliet Act Two**

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.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: Romeo and Juliet Act Three**

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.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: Romeo and Juliet Act Four**

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.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: Romeo and Juliet Act Five**

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.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.
- [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, domain-specific 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.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 \(Advanced\)](#) 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.
- [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.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.
- [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.V \(Advanced\)](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- [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.
- [CC.1.4.9-10.X \(Advanced\)](#) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.