

## English 10 Pacing Guide First Semester 2017

1 <sup>st</sup> Quarter	TN Standards	Lesson Focus	Additional Notes
Week 1	<p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.L.KL.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening [or writing].</p> <p>9-10.W.TTP.3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chose details, and well-structured event sequence</p> <p>9-10.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9-10.W. PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RW.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>ACT Standards:            KLA 501 502 503 504 505 601 602 603 604            USG 501 502 503            PUN 501 502 503 504 601 603 603            TOD 601 602            DEV 501 502            ORG 501 502            WME 502            ORI 501</p>	<p>Grammar Pre-Test</p> <p>Personal Narrative Essay - Journey/Quest</p>	<p>Class Introduction: Rules, procedures</p> <p>Introduce/Set Up Grammar via NoRedInk.com</p> <p>Introduce/Set Up Vocabulary via Vocabulary.com</p> <p>**vocabulary is unit based</p> <p>Literature Focus on plot; characters, theme</p> <p>Writing Focus on essay format; MLA style; narrative essay requirements</p>

Week 2	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>ACT Standards</b>  <b>EXJ 501 502</b>  <b>TOD 501 502 503 504 601 602 603</b>  <b>WME 502 602 603</b>  <b>KLA 504 505 604</b></p>	<p>Summer Reading Summative Assessment - <i>The Hobbit</i></p> <p>Literary Elements Review</p> <p>Introduction/Review Annotation Skills &amp; Purpose (VERY) Short Story Options "Early Autumn" by Hughes, "Happy Endings" by Atwood, "Story of an Hour" by Chopin</p>	<p>Continuation of vocabulary via vocabulary.com Continuation of grammar via noredink.com</p> <p><b>CFA: elements of literature</b></p>
Week 3	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Short Story: "Masque of the Red Death", Edgar Allen Poe</p>	<p>Literature Focus on theme; symbolism; allegory; author's purpose; point of view</p> <p>Research Focus on Poe's life and literary impact</p> <p>Continuation of vocabulary via vocabulary.com Continuation of grammar via noredink.com</p>

		<p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>9-10.R. CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ACT Standards:  <b>IDT 501 502 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>SYN 501 601</b>  <b>TST 501 502 503 504 505</b>  <b>PPV 501 502 503</b>  <b>TOD 501 502 503 504 601 602 603</b>  <b>WME 502 602 603</b>  <b>KLA 504 505 604</b></p>		
	<p style="text-align: center;">Week 4          **Labor Day (1 Day)</p>	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p>	<p>Short Story of Choice          Suggestions:          "By the Waters of Babylon", Stephen Vincent Benet          "The Pedestrian", Ray Bradbury          "There Will Come Soft Rains", Ray Bradbury</p>	<p>Literature Focus on setting; figurative language: simile/metaphor/imagery; mood and tone; irony</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>          Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p>

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	<p>Weeks 5-8            **Inservice (1 Day)</p>	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><i>Of Mice and Men</i> by John Steinbeck</p>	<p>Literature Focus on characterization; point of view; symbolism; setting; foreshadowing</p> <p>Watch movie version of text to compare/contrast/evaluate</p> <p>Research Focus the Dust Bowl/Migrant Workers</p>

	<p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ACT Standards:  <b>IDT 501 502 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>WME 501 502 503 504 602 603</b>  <b>TST 501 502 503 504 505</b>  <b>PPV 501 502 503</b>  <b>TOD 501 502 503 504 601 602 603</b>  <b>SYN 501 601</b>  <b>KLA 504 505 604</b></p>	
		<p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>          Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p> <p><b>CFA: characterization</b></p> <p><b>Summative Assessment: Unit test over <i>Of Mice and Men</i></b></p>

	Week 9	<p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.L.KL.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style and to comprehend more fully when reading or listening [or writing].</p> <p>9-10.W.TTP.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis content.</p> <p>9-10.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9-10.W.PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10.W.RW.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>ACT Standards:  <b>KLA 501 502 503 504 505 601 602 603 604</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 601 602 603 604</b>  <b>TOD 501 601 602 603</b>  <b>EXJ 501 502</b>  <b>ORI 501 502 503 603</b>  <b>ORG 501 503 505 602</b>  <b>ARG 501</b>  <b>DEV 501</b>  <b>WME 501</b>  <b>USL 501</b></p>	<p>Character Analysis Essay          *no outside sources; text only          *topic is teacher selected</p>	<p>Writing Focus: CCC format; thesis</p>
End of 1 <sup>st</sup> Quarter	District Q1 CFA			
Fall Break				

2 <sup>nd</sup> Quarter	TN Standards	Lesson Focus	Additional Notes
Week 1	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>**Optional Unit: Greek Drama with <i>Antigone</i> for Weeks 1-3</p> <p>Introduction to Elements Drama</p>	<p><b>District CFA</b></p> <p>Literature Focus on stage directions, aside, monologue, soliloquy</p> <p><b>CFA: elements of drama</b></p>
Week 2	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative and oral formats.</p> <p>9-10.SL.PKI.4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RBPK.7: Conduct a short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p> <p>ACT Standards: <b>FOC 501</b></p>	<p>Elizabethan Era, Shakespeare's Life, and Globe Theater</p> <p>Roman History and Background; Tragic Hero</p>	<p>Research Focus on Elizabethan and/or Roman history</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a></p> <p>Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p>
Week 3-7 **Veteran's Day (1 Day) Thanksgiving Break (3 days)	<p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p>	<p><i>Julius Caesar</i> by William Shakespeare, Acts 1-5</p>	<p>Literature Focus on theme; plot; point of view; purpose; irony; setting; tone; figurative language; rhetorical devices; symbolism</p>

	<p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ACT Standards:  <b>IDT 501 502 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>TST 501 502 503 504 505</b>  <b>PPV 501 502 503</b>  <b>TOD 501 502 503 504 601 602 603</b>  <b>SYN 501 601</b>  <b>WME 502 602 603</b>  <b>KLA 504 505 604</b></p>	<p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>            Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p> <p><b>CFA: rhetorical devises</b></p> <p><b>Summative Assessment: unit test over <i>Julius Caesar</i></b></p>
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# ARLINGTON

## COMMUNITY SCHOOLS

Week 8	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9-10.W.PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>9-10.W.RW.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>ACT Standards:  <b>TOD 501 504</b>  <b>EXJ 501 502</b>  <b>ORI 501 502 503 601</b>  <b>ORG 501 503 504</b>  <b>DEV 502</b>  <b>USL 501</b>  <b>WME 501</b>  <b>KLA 501 502 503 504 505</b></p>	<p>Persuasive Essay            *at least one outside source            *topic is teacher selected</p>	<p>Writing Focus on claims, evidence, and refutation (counterclaim)</p> <p>Research focus on credible sources, integrating sources, and avoiding plagiarism.</p>
Week 9		Exam Review	Exam Review
<b>End of 2<sup>nd</sup> Quarter</b>			
<b>End of 1<sup>st</sup> Semester</b>			

## English 10 Pacing Guide Second Semester

3 <sup>rd</sup> Quarter	TN Standards	Lesson Focus	Additional Notes
Week 1 **only 2 days of instruction	<p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.W.TTP.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis content.</p> <p>ACT Standards:  <b>KLA 502 503</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 601 602 603 604</b>  <b>TOD 501 504</b>  <b>EXI 501 502</b>  <b>ORI 502 503 601 602 603</b>  <b>ORG 501 502 503 504 505 602</b>  <b>DEV 501 502</b>  <b>USL 501</b>  <b>WME 501 502</b>  <b>ARG 501</b></p>	Research Paper *argumentative or explanatory *3-4 pg. Minimum *at least 3 sources	Research Focus on topic selection
Week 2	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-</p>	Research Paper  Introduction to Elements of Poetry	Research Focus on evaluating/selecting sources; note taking  Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a> Continuation of grammar via <a href="http://noredink.com">noredink.com</a>

		<p>secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  <b>TOD 501 502 503 504 601 602 603</b>  <b>WME 502 602 603</b>  <b>KLA 503 504 505 604</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 601 602 603 604</b>  <b>XEJ 501 502</b></p>		<p><b>CFA: elements of poetry</b></p>
	<p style="text-align: center;">Week 3 **MLK (1 Day)</p>	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Research Paper</p> <p>Poetry - Teacher Choice Suggestions:          "We Real Cool" and "The Bean Eaters" by Gwendolyn Brooks</p>	<p>Research Focus on citations; summarizing, paraphrasing, quoting</p> <p>Poetry Focus on comparing/contrasting selections</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>          Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p>

		<p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  <b>EXJ 501 502</b>  <b>KLA 503 504 505 604</b>  <b>PUN 501 502 503 504 601 602 603 604</b>  <b>USG 501 502 503</b>  <b>TOC 501 502 503 504 505 601 602 603</b>  <b>WME 502 602 603</b></p>		
	<p style="text-align: center;">Week 4</p>	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p>	<p>Research Paper</p> <p>Poetry - Teacher Choice          Suggestions:          "I am Nobody! Who are You?" By Emily Dickenson</p>	<p>Research Focus on works cited; outline</p> <p>Poetry Focus on meter; form: free verse/blank verse</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>          Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p>

		<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  <b>TOD 501 502 503 504 601 602 603</b>  <b>W/ME 502 602 603</b>  <b>KLA 503 504 505 604</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 601</b>  <b>EXJ 501 502</b></p>		
	<p>Weeks 5</p>	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Research Paper</p> <p>Poetry - Teacher Choice  "Mother to Son" Langston Hughes</p>	<p>Research Focus on rough draft; peer editing</p> <p>Poetry Focus on rhyme, rhythm</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>  Continuation of grammar via <a href="http://noredink.com">noredink.com</a></p>

		<p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9-10.W.PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  EXJ 501 502  KLA 501 502 503 504 505  ORG 501  USG 501 502 503  PUN 501 502 503 504 601 602 603 604  TOD 501 502 503 504 601 602 603  WME 502 602 603  KLA 504 505 604</p>		
	<p>Week 6</p>	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>Research Paper</p> <p>Poetry - Teacher Choice</p> <p>Suggestions:</p> <p>"Sonnet 18; Shall I Compare Thee" by William Shakespeare</p>	<p>Research Focus on final draft; peer editing</p> <p>Poetry Focus on alliteration; figurative language; imagery</p> <p>Continuation of vocabulary via vocabulary.com  Continuation of grammar via noredink.com</p>

		<p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.PDW.4: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p> <p>9-10.W. PDW.6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  <b>TOD 501 502 503 504 601 602 603</b>  <b>WME 502 602 603</b>  <b>KLA 503 504 505 604</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 601</b>  <b>EXJ 501 502</b>  <b>KLA 501 502</b>  <b>ORG 501</b></p>		
	<p style="text-align: center;">Week 7-10                  **Inservice (1 Day)                  President's Day (1 Day)</p>	<p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the test.</p>	<p>Fiction Novel of Choice                  Suggestions:  <i>And Then There Were None</i>                  by Agatha Christie  <i>The House on Mango Street</i>                  by Sandra Cisneros</p>	<p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a>                  Continuation of grammar via <a href="http://noredink.com">noredink.com</a>                  **except LAST week of unit</p> <p><b>Summative Assessment:                  fiction novel of choice</b></p>

		<p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>ACT Standards:  <b>IDT 501 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>WME 501 502 503 504</b>  <b>TST 501 502 503 504 505</b>  <b>PPV 501 502 503</b>  <b>TOD 502</b>  <b>SYN 504 601</b></p>		
End of 3 <sup>rd</sup> Quarter		District Q3 CFA		

4 <sup>th</sup> Quarter	TN Standards	Lesson Focus	Additional Notes
Week 1	<p>9-10.L.CSE.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>9-10.L.CSE.2: Demonstrate command of the Conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.SL.CC.3: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p> <p>9-10.W.TTP.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10.W.RBPK.7: Conduct a short as well as more sustained research projects based on focus questions, demonstrating new understanding of the subject under investigation.</p> <p>9-10.W.RBPK.8: Integrate relevant and credible information from multiple print and digital sources while avoiding plagiarism.</p> <p>9-10.W.RBPK.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>ACT Standards:  <b>KLA 503</b>  <b>USG 501 502 503</b>  <b>PUN 501 502 503 504 505 601 602 603 604</b>  <b>TOD 501 504</b>  <b>EXJ 501 502</b>  <b>ORI 502 503 601</b>  <b>ORG 503 504</b>  <b>DEV 502</b>  <b>USL 501</b>  <b>WME 501</b>  <b>FOC 501</b></p>	<p>Oral/Visual Presentations:  Historical Event in the Holocaust</p>	<p><i>District CFA</i></p> <p>Presentations</p> <p>Elements of Nonfiction including speeches</p> <p>Historical background on WW2 and the Holocaust</p>
Week 2 **Good Friday (1 Day)	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p>Speech:  "Perils of Indifference" by Elie Wiesel</p> <p>Poem:</p>	<p>Historical background on WW2 and the Holocaust</p> <p>Elements of nonfiction including speeches</p>

		<p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p>ACT Standards:  <b>TOD 501 502 503 504 601 602 603 604</b>  <b>WME 5021 502 503 504 602 603</b>  <b>KLA 504 505 604</b>  <b>IDT 501 502 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>TST 501 502 503 504 505</b>  <b>PPV 501 502 503</b></p>	<p>"First They Came . . ." By Martin Niemoller</p>	<p>Continuation of vocabulary via vocabulary.com Continuation of grammar via noredink.com</p> <p><b>CFA: Holocaust historical background</b></p>
	<p>Week 3 - 6 *Testing begins Weeks 5-6</p>	<p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>	<p><i>Night</i> by Elie Wiesel</p>	<p>Literature focus on symbolism; irony; figurative language; theme; and author's purpose</p> <p>Continuation of vocabulary via vocabulary.com</p>

	<p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>ACT Standards:  <b>TOD 501 502 503 504 601 602 603 604</b>  <b>WME 501 502 503 504 602 603</b>  <b>KLA 504 505 604</b>  <b>IDT 501 502 503</b>  <b>CLR 501 502 503 504</b>  <b>REL 501 502 503 504 505</b>  <b>TST 501 502 503 504 505</b></p>	<p>Continuation of grammar via noredink.com</p> <p><b>Summative Assessment: unit test over <i>Night</i></b></p>
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		<p><b>PPV 501 502 503</b> <b>SYN 501 601</b></p> <p>9-10.L.VAU.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p>9-10.L.VAU.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>9-10.L.VAU.6: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>9-10.SL.CC.1: Prepare and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>9-10.SL.CC.2: Integrate and evaluate information presented in diverse media formats, such as visual, quantitative, and oral formats.</p> <p>9-10.R.KID.1: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p>9-10.R.KID.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>9-10.R.KID.3: Analyze how and why individuals, events, and ideas develop over the course of a text.</p> <p>9-10.R. CS.4: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>9-10.R.CS.5: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g. a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>9-10.R.CS.6: Assess how point of view or purpose shapes the content and style of a text.</p> <p>9-10.R.IKI.7: Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.</p> <p>9-10.R.RRTC.10: Read and comprehend complex literary and informational texts independently and proficiently.</p>	<p>Modern Drama: <i>12 Angry Men</i> by Reginald Rose</p>	<p>Review Elements of Drama</p> <p>Discuss the legal system; judicial process</p> <p>Literature Focus on mood and tone; characterization; theme; setting</p> <p>Compare text with the dramatized version of the play</p> <p>Continuation of vocabulary via <a href="http://vocabulary.com">vocabulary.com</a> Continuation of grammar via <a href="http://noredink.com">noredink.com</a> <b>**except LAST week of unit</b></p> <p><b>CFA: legal terms</b></p>
	<p>Week 7-9</p>			

# ARLINGTON

COMMUNITY SCHOOLS

		<b>ACT Standards:</b> <b>TOD 501 502 503 504 601 602 603 604</b> <b>WME 501 502 503 504 602 603</b> <b>KLA 504 505 604</b> <b>IDT 501 502 503</b> <b>CLR 501 502 503 504</b> <b>REL 501 502 503 504 505</b> <b>TST 501 502 503 504 505</b> <b>PPV 501 502 503</b> <b>SYN 501 601</b>		
	Week 10	Exams	Exams	Exams
	<b>End of 4<sup>th</sup> Quarter</b>			
	<b>End of 2<sup>nd</sup> Semester</b>			