

Unit Texts	Skills	Topic(s)	Next Generation Standard for section 1	Assessments
<p><u>Section 1</u> “The Passionate Shepherd to his Love” - Christopher Marlowe “The Nymph’s Reply to the Shepherd” - Walter Ralieggh “Raleigh was Right” - William Carlos Williams</p> <p><u>Section 2</u> “Yes Ma’am” - Langston Hughes “The Rules of the Game” - Amy Tan “Two Kinds” - Amy Tan “The Story of an Hour” - Kate Chopin</p> <p><u>Section 3</u> “The Palace Thief” - Ethan Canin</p>	<ul style="list-style-type: none"> ● Read closely for textual details through the use of annotation to support comprehension and analysis ● Use vocabulary strategies to define unknown words ● collect and organize evidence from texts to support analysis in writing and class discussions ● Make claims about and across texts using specific textual evidence to support those claims ● Write informative texts to convey complex ideas ● Paraphrase and quote relevant evidence from texts ● Develop and incorporate domain 	Unit 1 - How do authors develop central ideas using the structure of poetry and short stories? Love Materialism Identity Perception Poverty Academic Cheating Respect	<p>9-10R1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for deeper understanding and for further exploration.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a Theme.</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text.</p> <p>RH3: Analyze in detail a series of events described in a text;</p>	Paragraph Response Text Analysis Response

	<p>specific vocabulary in written and verbal responses</p>		<p>determine whether earlier events caused later ones or simply preceded them.</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres.</p> <p>9-10R5: In literary texts, consider how varied aspects of structure create meaning and affect the reader.</p> <p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices).</p> <p>RH8: Analyze 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>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion,</p>	
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			<p>and clarify the relationships among complex ideas and concepts.</p> <p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. 9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions. 9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension. 9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic. 9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts. 9-10W2e: Provide a concluding statement or section that explains the significance of the information presented. 9-10W2f: Establish and maintain a style appropriate to the writing task.</p>	
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