

Curriculum Mapping
English 10
Full Year
Jennifer Oaks

Unit Chapter Lesson	Indiana Standard(s)	Learning Targets	Resources/Activities	Vocabulary	Assessments
ANTIGONE (6 Weeks)	Reading: Literature (Standards are attached to the end of this curriculum guide.) 9-10. RL. 1 9-10. RL. 2.1 9-10. RL. 2.2 9-10. RL. 2.3 9-10. RL. 2.4 9-10. RL. 2.4	<ol style="list-style-type: none"> 1. Students will know the background of the Greek theater. 2. Students will apply their knowledge of the Greek theater to the present themes or general ideas in ANTIGONE. 3. Students will understand how the Greek’s belief in gods and goddesses affects the characters of the play, ANTIGONE. 4. Students will compare the characters of Creon and Antigone focusing on their relationship and how the relationship develops the plot. 5. Students will apply the characteristics of a Greek Tragedy to the play ANTIGONE. 	<ol style="list-style-type: none"> 1. Script for ANTIGONE- literature textbook 2. You Tube Videos ANTIGONE in 11 Minutes ANTIGONE: An Introduction by Dr. Tim McGee ANTIGONE: An Introduction by the National Theater Company Fate, Family and Oedipus Rex: Crash Course Literature 202 Basic History of Greek theater by Alexander Clarkson 3. Writing and Presenting a Greek Tragedy 4. Chart: Traits of Tragedy Applied to the Play ANTIGONE 	200 General Vocabulary Words for the Year Abrasive Adept Admonish Ambiguous Analogy Annihilate Antithesis Attrition Atrophy Auspicious Austere Berate Bolster Circumvent Clandestine Cohesive Collaborate Complement Connoisseur Conspiracy Contingency Contrite Criterion Culmination Decorum Deplore	Options for Assessments <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches 7. Guided Reading Questions

<p>ANTIGONE (6 Weeks)</p>	<p>Reading: Nonfiction 9-10. RN. 1 9-10. RN. 2.2 9-10. RN. 2.3 9-10. RN. 4.3</p>	<ol style="list-style-type: none"> 1. Students will use questioning techniques to understand a piece of nonfiction. 2. Students will use diagrams as an aide in understanding nonfiction. 3. Students will evaluate a piece of informational text for organizational patterns and author’s purpose. 4. Students will use the computer and create a graph to be placed in their informative essay. 	<p>Invasive Species – TEXTS AND LESSONS by Daniels Informational Text</p> <ol style="list-style-type: none"> 1. “The Atlantic: Outback Steakhouse” 2. “Scientist Fear Spread of Exotic Snakes” 3. “Killer Bees” 4. “Zebra Mussels” 5. “Asian Carp and the Great Lakes” 6. Create a diagram to support a piece of informational text. 7. Partner Presentation- What Questions Can You Write 8. Find An Invasive Species and Write an Informational Text Article 9. Create a graph using the computer and information about a research question. 	<p>Depreciate Deprivation Deride Derogatory Despondent Detriment Dexterous Discreet Discretion Disparity Dissident Distraught Docile Egocentric Emanate Embellish Emulate Encompass Entrepreneur Equivocate Eradicate Esoteric Espouse Estrange Euphoric Exacerbate</p>	<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches
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<p>ANTIGONE (6 Weeks)</p>	<p>Reading: Vocabulary 9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2</p>	<ol style="list-style-type: none"> 1. Students will define and apply the terms theme, mood, and tone to the play ANTIGONE. 2. Students will define and apply the terms diagram, collaboration, rhetorical question and organizational patterns to several pieces of informational text. 3. Students will understand new vocabulary by using their prior knowledge. 4. Students will list the four methods used to define vocabulary by context clues and apply these methods to their general vocabulary. 5. Students will use the vocabulary terms in a poem, short story, or song. 6. Students will draw the definition of the words. 7. Students will create an acting scene using several of the words. 	<ol style="list-style-type: none"> 1. Introductory packages from ADVANCING VOCABULARY SKILLS: Lists 1, 2 2. YOUTUBE VIDEOS How to find a theme? Tone and Mood Words 3. Put the correct word in a paragraph. 4. Put the correct word in sentences. 5. Create a Power Point Using the Vocabulary Word in a Sentence and Finding a Picture for the Word 6. Use the Six-Step Method of Vocabulary 7. Development by 8. Create Analogies Using the Words 9. Write a poem, short story or song using several of the words. 	<p>Exhilaration Exhort Exonerate Exorbitant Expedite Extenuating Extricate Fabricate Facetious Facilitate Facsimile Fastidious Flamboyant Flout Foible Forestall Fortuitous Fraudulent Fritter Germane Gregarious Grievous Grotesque Heinous Hierarchy Holistic Homogeneous Impeccable Impending Imperative Impetuous</p>	<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Standardized Pretest 2. Standardized Post-test 3. Quizzes 4. Unit Tests 5. Presentations 6. Reading Aloud 7. Writing 8. Acting Scenes
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<p>ANTIGONE (6 Weeks)</p>	<p>Writing 9-10.W.1 9-10.W.2 9-10. W.3.2 9-10. W.4 9-10.W.6.1 9-10.W.6.1d 9-10.W.6.2b</p>	<ol style="list-style-type: none"> 1. Students will write an informative essay about Creon, Antigone, Ismene or the Chorus. 2. Students will define and apply the parts of the writing process. 3. Students will use technology and the integration of multimedia to publish their writing. 4. Students will take the role of one of the characters and create a daily journal as if the character was writing a daily journal. 5. Students will proof read their papers and the papers of other students. 6. Students will apply the rules of writing with phrases and clauses. 7. Students will apply the rules of writing using correct punctuation. 	<ol style="list-style-type: none"> 1. Create a Presentation Explaining How You Followed the Writing Process to Complete Your Informative Essay 2. Group Activity: Writing an Introduction and a Conclusion. 3. Peer Editing the Rough Draft of the Informative Essay. 4. ID The Style – Look at Different Pieces of Writing to Determine Formal and Informal Writing Style 5. Graphic Organizer – What are the traits of this character? PROVE IT! 	<p>Implement Impromptu Inadvertent Iane Incapacitate Incongruous Indigenous Indiscriminate Infallible Inference Innocuous Innuendo Inquisitive Insidious Insinuate Instigate Interrogate Intuition Inundate Juxtapose Lethargy Liability Liaison</p>	<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Writing 2. Quizzes 3. Tests 4. Journals
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Unit Chapter Lesson	Indiana Standard(s)	Learning Targets	Resources/Activities	Vocabulary	Assessments
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<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Reading: Literature (Standards are attached to the end of this curriculum guide.) 9-10. RL. 1 9-10. RL. 2.1 9-10. RL. 2.2 9-10. RL. 2.3 9-10. RL. 2.4 9-10. RL. 3.1 9-10. RL. 3.2 9-10. RL. 4.1</p>	<ol style="list-style-type: none"> 1. Students will define and apply the characteristics of Asperger’s Syndrome and Autism to the character Christopher. 2. Students will define and apply the term tragic flaw to several characters in the story. 3. Students will create a graphic organizer that explains how Christopher and his parents contribute to the movement of the plot in the story and develop the theme. 4. Students will create a time-line of the story that shows how Christopher solved the crime supporting the time-line with text from the book. 5. Students will create a Power Point presentation analyzing the structural elements of the book. 6. Students will create a cartoon displaying one of the humorous scenes in the book. 7. Students will take the characteristics of a mystery and apply those characteristics to the book. 8. Students will watch the movie WHAT’S EATING GILBERT GRAPE? and make a presentation comparing how the movie shows a mental handicap and how the book shows a mental handicap. 9. Students will complete a short research project on Sherlock Holmes. 	<ol style="list-style-type: none"> 1. Find out at least five facts each about both Asperger’s Syndrome and autism. How do the two differ? 2. Imagine you are Christopher, and you want to create a picture of one of the crisis events in the novel. Illustrate the event in the medium of your choice. 3. Create a portrait of Christopher based on your understanding of his character. 4. Redesign the book cover for a new release of the novel. 5. Imagine the novel is to be turned into a stage play or a movie. Design the poster advertising the production. 6. Divide into negative and affirmative teams to debate the following topics: ‘There is no such thing as normal when it comes to human beings.’ ‘White lies are as immoral as outright lies.’ 7. Listen to a guest speaker from a local organization that supports people who have Asperger’s Syndrome and/or Autism. 8. Watch episodes of the television show SHERLOCK and compare the materials to Christopher’s vision of Sherlock Holmes. 	<p>Lucid Macabre Magnanimous Masochist Maudlin Mesmerize Metamorphosis Meticulous Misconstrue Mitigate Nebulous Notorious Objective Oblivious Obsequious Obtrusive Omnipotent Opportune Optimum Orthodox Ostentatious Panacea Paramount Perfunctory Permeate Placebo Plight Predisposed Presumptuous Proficient Prognosis Prolific Propensity Provocative Quandary Rancor Rebuke Recrimination Redeem</p>	<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches 7. Debate 8. Guided Reading Questions
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<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Reading: Nonfiction 9-10. RN. 1 9-10. RN. 2.2 9-10. RN. 2.3 9-10. RN. 4.3</p>	<ol style="list-style-type: none"> 1. Students will read various forms of informational text on Post Traumatic Stress Disorder. 2. Students will summarize the organizational pattern of the texts and share those patterns with the class. 3. Students will select quotes and apply the meaning to their own beliefs and values. 4. Students will apply the Annotation Strategy to an article about Post Traumatic Stress Disorder 5. Students will listen to and question a guest speaker discussing Post Traumatic Stress Disorder. 6. Students will discuss the overall information given from the five articles and what purpose the author has for writing each. 7. Students will create a graphic organizer showing the connections in content and structure among the five articles. 8. Students will create a pamphlet to help a person understand Post Traumatic Stress Disorder. 	<p>POST-TRAUMATIC STRESS DISORDER – TEXTS AND LESSONS by Daniels Informational Text</p> <ol style="list-style-type: none"> 1. “Excerpt from Soldier’s Heart” 2. “A Soldier’s Letter Home from WWII” 3. “The Forever War of the Mind” THE NEW YORK TIMES 4. “Post-traumatic Stress Disorder (PTSD)” UNITED STATES DEPARTMENT OF VETERANS AFFAIRS 5. “Daddy’s Home” www.FamilyOfaVet 6. Quotation Mingle Session Using Quotes from “Soldier’s Heart” 7. Use the Text Annotation Strategy on an Article of Your Choice 8. Have A Guest Speaker come in and Discuss Post-Traumatic Stress Disorder 9. Create a pamphlet for veterans with PTSD. 	<p>Regress Reinstate Rejuvenate Relegate Relinquish Replete Reprehensible Repugnant Resilient Reticent Retribution Retrospect Robust Rudimentary Sanction Scoff Scrupulous Sedentary Sensory Sham Solace Solicitous Sordid Sporadic Squelch Standardize Staunch Stint Stringent Subordinate Subsidize Subversive Superficially Superfluous Symmetrical Tenet Tenuous Terse</p>	<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches 7. Pamphlets 8. Graphic Organizers
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<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Reading: Vocabulary 9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2</p>	<ol style="list-style-type: none"> 1. Students will define and apply the terms protagonist, antagonist, tragic flaw, and mystery to the book and its characters. 2. Students will define and apply the terms Post-Traumatic Stress Disorder and Text Annotation to several pieces of informational text. 3. Students will understand new vocabulary by using their prior knowledge. 4. Students will list the four methods used to define vocabulary by context clues and apply these methods to their general vocabulary. 5. Students will use the vocabulary terms in a pamphlet. 6. Students will draw the definition of the words. 7. Students will create an acting scene using several of the words with their definitions. 8. Students will participate in several activities that teach the methods to avoid plagiarism. 	<ol style="list-style-type: none"> 1. Introductory packages from ADVANCING VOCABULARY SKILLS: Lists 3, 4 2. YOUTUBE VIDEOS How to find a theme? Words That Create Tone and Mood 3. Put the correct word in a paragraph. 4. Put the correct word in sentences 5. Create a Power Point Using the Vocabulary Word in a Sentence and Finding a Picture for the Word 6. Use the Six-Step Method of Vocabulary to Teach the Word 7. Create Analogies Using the Words 8. Create an Acting Scene Based on One of the Articles 	<p>Transgress Travesty Tumult Turbulent Ubiquitous Unprecedented Utilitarian Validate Vehement Venerate Verbose Vicarious Vindicate Vociferous Zealot Zenith</p> <p>20 Specific Vocabulary Words for Semester One – Words Used for NCA Vocabulary Test Inference Generalization Drawing a Conclusion Predictions Summarizing a Passage Genres Author’s Purpose Point of View Mood Main Conflict Setting Plot Fact Opinion Inductive Reasoning Deductive Reasoning Testimonial Jumping To Conclusion Ad Hominem</p> <p>20 Specific Vocabulary Words for Semester Two – Words Used for NCA Vocabulary Test Theme</p>	<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Standardized Pretest 2. Standardized Post-test 3. Quizzes 4. Unit Tests 5. Presentations 6. Reading Aloud 7. Writing 8. Acting Scenes
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<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Writing 9-10.W.2 9-10.W.5 9-10.W.6</p>	<ol style="list-style-type: none"> 1. Students will write a research paper answering the overall research question, “How do the methods used in the United States when treating the mentally ill cause tragedy in our society?” 2. Students will create research questions concerning the topic assigned. 3. Students will find research on the topic assigned. 4. Students will create research cards on the topic assigned. 5. Students will create a rough draft of their final paper. 6. Students will create a final paper informing the reader about the topic assigned. 7. Students will write a bibliography/works cited paper in MLA format for the topic assigned. 	<p>Use publication on STEPS TO WRITE A RESEARCH PAPER</p>	<p>Circular Argument 20 Specific Vocabulary Words for Semester Two – words Used for NCA Vocabulary Test Allusion Onomatopoeia Alliteration Simile Euphemism Personification Pun Repetition Oxymoron Metaphor Analogy Assonance Cliché Hyperbole Idiom Imagery Irony Paradox Rhythm Plagiarism</p>	<p>Options for assessment: 1. Writing 2. Quizzes 3. Tests 4. Research Paper 5. Informative Speech</p>
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<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Speaking and Listening 9-10.SL.4.1 9-10.SL.4.2 9-10.SL.4.3</p>	<ol style="list-style-type: none"> 1. Students will present their findings to the class in a formal presentation. 2. Students will create an effective speech outline to use during their presentation. 3. Students will use effective nonverbal communication skills during their presentation. 4. Students will analyze the effectiveness of other student's speeches in class. 	<ol style="list-style-type: none"> 1. Create an informative speech outline over a famous person of your choice. 2. Design a pamphlet that instructs people on the rules for presenting a speech. 3. Create a Power Point presentation with pictures only to use during your presentation. 		<ol style="list-style-type: none"> 1. Speech Outline 2. Speech Delivery Rubric
<p>THE CURIOUS INCIDENT OF THE DOG IN THE NIGHT TIME (6 Weeks)</p>	<p>Media Literacy 9-10.ML.1</p>	<ol style="list-style-type: none"> 1. Students will research and critically analyze information found in electronic, print, and mass media on their research topic. 	<ol style="list-style-type: none"> 1. Discover two other forms of multimedia to use during an informative speech. 		<ol style="list-style-type: none"> 1. Speech Deliver Rubric

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<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Reading: Literature (Standards are attached to the end of this curriculum guide.) 9-10. RL. 1 9-10. RL. 2.1 9-10. RL. 2.2 9-10. RL. 2.3 9-10. RL. 2.4 9-10. RL. 3.1 9-10. RL. 3.2 9-10. RL. 4.1 9-10. RL. 4.2</p>	<ol style="list-style-type: none"> 1. Students will develop a list of traits for the graphic novel compared to a regular novel. 2. Students will create a graphic organizer analyzing two or more themes or central ideas in both MERCHANT OF VENICE and JULIUS CAESAR. 3. Students will select a character from either play and create a timeline that shows how that character advances the plot. 4. Students will read original sections of the plays and compare those sections to the graphic novel. 	<ol style="list-style-type: none"> 1. Watch and note the Graphic Novel Power Point for Graphic Novel Traits. 2. Create a Timeline that Demonstrates How a Character Advances the Plot of the Play. 3. Draw a Graphic Novel for One Short Experience in Your Life. 4. Write a short paragraph comparing Brutus's Funeral Oration in text to Brutus's Funeral Oration in the Graphic Novel. 5. Write a short paragraph that proves an assertion made about the movie set in the 1800's (Merchant of Venice), the original script of THE MERCHANT OF VENICE, and the graphic novel. 6. Create a debate over Brutus. Was he the noblest Roman of them all? 		<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches 7. Debate 8. Guided Reading Questions
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<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Reading: Nonfiction 9-10. RN. 1 9-10. RN. 3.1 9-10. RN. 3.2 9-10. RN. 3.3 9-10. RN. 4.1</p>	<ol style="list-style-type: none"> 1. Students will participate in the activity, “Where Do You Stand?” which is a persuasive activity dealing with PETA. 2. Students will participate in the activity, “Tableaux” which uses the article, “Are You Driving Your Boss Crazy?” by careerbuilder.com. 3. Students will participate in the activity, “Quotation Mingle” using an article from the CHICAGO TRIBUNE, “Driving Risk Gap Between Teen Girls, and Boys Narrows.” 4. Students will participate in the activity, “Jigsaw” using an article from msnbc.com “Koreans produce world’s first cloned dog.” 	<p>TEXTS AND LESSONS by Daniels Informational Text</p> <ol style="list-style-type: none"> 1. THE NEW YORK TIMES: “PETA’S Latest Tactic: \$1 Million for Fake Meat” 2. careerbuilders.com: “Are You Driving Your Boss Crazy?” 3. CHICAGO TRIBUNE: “Driving Risk Gap Between Teen Girls, Boys Narrows” 4. msnbc.com: “Koreans Produce World’s First Cloned Dog” 		<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Essays 5. Performance 6. Speeches 7. Pamphlets 8. Graphic Organizers
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<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Reading: Vocabulary 9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2</p>	<ol style="list-style-type: none"> 1. Students will define and apply the terms fact, opinion, argumentation, fallacies, evidence and logic. 2. Students will understand new vocabulary by using their prior knowledge. 3. Students will list the four methods used to define vocabulary by context clues and apply these methods to their general vocabulary. 4. Students will use the vocabulary terms in a pamphlet. 5. Students will draw the definition of the words. 6. Students will create an acting scene using several of the words with their definitions. 	<ol style="list-style-type: none"> 1. Introductory packages from ADVANCING VOCABULARY SKILLS: Lists 5-6 2. YOUTUBE VIDEOS How to find a theme? Words That Create Tone and Mood 3. Put the correct word in a paragraph. 4. Put the correct word in sentences 5. Create a Power Point Using the Vocabulary Word in a Sentence and Finding a Picture for the Word 6. Use the Six-Step Method of Vocabulary to Teach the Word 7. Create Analogies Using the Words 8. Create an Acting Scene Based on One of the Articles 		<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Standardized Pretest 2. Standardized Post-test 3. Quizzes 4. Unit Tests 5. Presentations 6. Reading Aloud 7. Writing 8. Acting Scenes
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<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Writing 9-10.W.1 9-10.W.2 9-10.W.3.1 9-10.W.4 9-10.W.6.1 9-10.W.6.2</p>	<ol style="list-style-type: none"> 1. Students will write a persuasive paper answering the questions, “Was Shakespeare a better writer when writing tragedy or comedy?” 2. Students will write an introduction and conclusion to a persuasive paper in a group of two to three students. 3. Students will peer-edit papers. 4. Students will write a body for a persuasive paper using support from the two plays. 	<ol style="list-style-type: none"> 1. Watch and note the Power Point – Writing a Persuasive Paper 2. You Tube Persuasive Writing How do you Create an Argument? 		<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Persuasive Writing 2. Quizzes 3. Tests 4. Peer-Editing Form
<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Speaking and Listening 9-10.SL.2.1 9-10.SL.2.2 9-10.SL.2.3 9-10.SL.2.4 9-10.SL.2.5 9-10.SL.3.1 9-10.SL.3.2</p>	<ol style="list-style-type: none"> 1. Students will select an advertisement from the internet and discuss the logical fallacies within that argument. 2. Students will take a theme and create a Power Point that gives examples of the logical fallacies. 	<ol style="list-style-type: none"> 1. Find Advertisements that Show the Logical Fallacies. 2. Create a Power Point that Shows Examples of the Logical Fallacies. 		<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Rubric Logical Fallacies in Advertisement 2. Rubric Themes: An Exercise in Logical Fallacies
<p>THE GRAPHIC NOVELS: JULIUS CAESAR AND MERCHANT OF VENICE (6 Weeks)</p>	<p>Media Literacy 9-10.ML.1</p>	<ol style="list-style-type: none"> 1. Students will select an advertisement from the internet and discuss the logical fallacies within that argument. 	<ol style="list-style-type: none"> 1. Find Advertisements that Show the Logical Fallacies. 		<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Rubric Logical Fallacies in Advertisement 2. Student Evaluation Rubric

Unit Chapter Lesson	Indiana Standard(s)	Learning Targets	Resources/Activities	Vocabulary	Assessments
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<p>MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (6 Weeks)</p>	<p>Reading: Literature (Standards are attached to the end of this curriculum guide.) 9-10. RL. 1 9-10. RL. 2.1 9-10. RL. 2.2 9-10. RL. 2.3 9-10. RL. 2.4 9-10. RL. 3.1 9-10. RL. 3.2 9-10. RL. 4.1 9-10. RL. 4.2</p>	<ol style="list-style-type: none"> 1. Students will preview the structure of the book including the pictures throughout the book and use three adjectives to describe the content of the book. 2. Students will define the word "peculiar" and notice the qualities that Miss Peregrine's children possess comparing those qualities to the idea of "peculiar", today. 3. Students will discuss the importance of a prologue reading the prologue for the book and discussing what that prologue will add to the story. 4. Students will apply the traits of science fiction to the book. 5. Students will determine where flashback and foreshadowing are used in the book. 6. Students will select two characters from the book that are in conflict and create a graphic organizer discussing how the three forms of conflict are found in their relationship. 7. Students will work in groups and rewrite chapter 6 as though it is a play, and they will perform the play as a reader's theater for the class. 8. Students will grouped into literature circles and tell their reaction to the book. 	<ol style="list-style-type: none"> 1. Textbook: MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN 2. Novel Tie: MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN 3. YouTube Videos The Misfits in Society The Early Circuses The Elephant Man 4. Complete a Top Ten List on One of the Following Two Topics: Kindertransport and Bogs 5. Share the Inspiration – Find an elderly friend or relative that you connect with and share a story from that person. 6. Supernatural Power – In a journal entry, describe what your super power would be and how you would use if for the good of mankind. Next, draw a picture of you with your super power costume. 7. Create a poster with different pictures of an individual who you believe to be fascinating. Present the poster describing what trait each picture is showing. 8. Write a short paragraph describing a time when you found out the TRUTH about something. Share with the class. 		<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Journals 4. Performance 5. Guided Reading Questions 6. Graphic Organizers 7. Literature Circles 8. Posters
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<p>MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (6 Weeks)</p>	<p>Reading: Nonfiction 9-10. RN. 1 9-10. RN. 3.1 9-10. RN. 3.2 9-10. RN. 3.3 9-10. RN. 4.1</p>	<ol style="list-style-type: none"> 1. Students will in groups create a Power Point presentation answering the following four questions: How do weight and speed affect a car's stopping distance? What kinds of activities distract drivers from paying attention to their driving? How are car accidents and distracted driving connected? What is the best way to prevent distracted driving? 2. Student will use the article annotation method and annotate the four pieces of informational text. 3. Students will find another article to annotate that discusses student driving. 4. Students will write a paragraph that explains how the graphs support the reading in the articles. 	<p>TEXTS AND LESSONS by Daniels – CRASH UNIT Informational Text</p> <ol style="list-style-type: none"> 1. Missouri Department of Revenue: "Stopping Distance" 2. SAN FRANCISCO CHRONICLE: "Study: Distractions Cause Most Car Crashes" 3. CAR AND DRIVER: "Texting While Driving: How Dangerous Is it?" 4. Virginia Tech Transportation Institute: "New Data from Virginia Tech Transportation Institute Provides Insight Into Cell Phone Use and Driving Distraction" 		<p>Options for Assessments</p> <ol style="list-style-type: none"> 1. Graphic Organizers 2. Power Point Presentations 3. Article Annotation
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<p>MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (6 Weeks)</p>	<p>Reading: Vocabulary 9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2</p>	<ol style="list-style-type: none"> 1. Students will define and apply the terms foreshadowing, flashback, dramatic irony, situational irony, verbal irony, first person narrator, third person omniscient narrator, and third person narrator to their reading. 2. Students will understand new vocabulary by using their prior knowledge. 3. Students will list the four methods used to define vocabulary by context clues and apply these methods to their general vocabulary. 4. Students will draw the definition of the words. 5. Students will create an acting scene using several of the words with their definitions. 6. Students will create a board game using all of the specific and general vocabulary completed in this semester. 7. Students will create a graphic organizer that shows the relationship among the words from Units 1 – 8. 	<ol style="list-style-type: none"> 1. Introductory packages from ADVANCING VOCABULARY SKILLS: Lists 7-8 2. YOUTUBE VIDEOS How to find a theme? Words That Create Tone and Mood 3. Put the correct word in a paragraph. 4. Put the correct word in sentences 5. Create a Power Point Using the Vocabulary Word in a Sentence and Finding a Picture for the Word 6. Use the Six-Step Method of Vocabulary to Teach the Word 7. Create Analogies Using the Words 8. Create an Acting Scene Based on One of the Articles 9. Vocabulary Puzzles 		<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Standardized Pretest 2. Standardized Post-test 3. Quizzes 4. Unit Tests 5. Presentations 6. Reading Aloud 7. Writing 8. Acting Scenes 9. Board Games 10. Puzzles 11. Graphic Organizers
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<p>MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (6 Weeks)</p>	<p>Writing 9-10.W.1 9-10.W.2 9-10.W.3.1 9-10.W.4 9-10.W.6.1 9-10.W.6.2</p>	<ol style="list-style-type: none"> 1. Students will write a narrative where they can travel through time and become a famous person who made a discovery that helped the people of that time. 5. Students will write an introduction and conclusion to a persuasive paper in a group of two to three students. 6. Students will peer-edit papers. 7. Students will write a body for a persuasive paper using support from t 	<ol style="list-style-type: none"> 1. Watch and note the Power Point – Writing a Narrative. 2. YouTube What are the essentials when writing a narrative? What is a narrative? How does a person write conversation? 3. Discuss and note the sample/anchor paper for a narrative. 		<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Narrative Writing 2. Quizzes 3. Tests 4. Peer-Editing Form
<p>MISS PEREGRINE'S HOME FOR PECULIAR CHILDREN (6 Weeks)</p>	<p>Speaking and Listening 9-10.SL.2.1 9-10.SL.2.2 9-10.SL.2.3 9-10.SL.2.4 9-10.SL.2.5 9-10.SL.3.1 9-10.SL.3.2</p>	<ol style="list-style-type: none"> 1. Students will read their narrative story to the class. 2. Students will create a rubric for the class to use focusing on performance traits when reading aloud. 	<ol style="list-style-type: none"> 1. In groups, create a top ten list of performance traits when reading aloud. 2. In groups, create a rubric to use for the reading aloud of this story. 3. As a class, define rubric and create a rubric for cleaning your bedroom. 		<p>Options for assessment:</p> <ol style="list-style-type: none"> 1. Narrative Story Rubric 2. Reading Aloud Performance Rubric

Unit Chapter Lesson	Indiana Standard(s)	Learning Targets	Resources/Activities	Vocabulary	Assessments
THE ROAD (6 Weeks)	Reading: Literature (Standards are attached to the end of this curriculum guide.) 9-10. RL. 1 9-10. RL. 2.1 9-10. RL. 2.2 9-10. RL. 2.3 9-10. RL. 2.4 9-10. RL. 3.1	<ol style="list-style-type: none"> 1. Students will explain the elements of McCarthy’s distinctive prose and how they affect the mood of the novel. 2. Students will describe how the motif of fire is developed both literally and figuratively. 3. Students will identify how the old man acts as an archetype of a prophet. 4. Students will describe the elements of the novel’s post-apocalyptic setting. 5. Students will identify how the novel explores themes of love, faith, and hope. 6. Students will identify multiple ways in which characters confront and synthesize their past and present in dreams. 7. Students will discuss the elements of a civilized society, and identify the components that lead to a breakdown in civilization. 8. Students will identify the elements that make up our humanity. 9. Students will explain the selflessness, compassion, and empathy demonstrated by the man and the boy. 10. Students will explain how the novel works as a journey narrative, and interpret the multiple meanings of the title. 	<ol style="list-style-type: none"> 1. THE ROAD Literary Scavenger Hunt to Research Materials Needed to Read the Book. 2. You Tube Videos An Interview with McCarthy About His Writing 3. Complete an Anticipation Guide which discusses beliefs that you hold before the book compared to beliefs that you hold at the end of the book. 4. Create a journal that is written by who you feel is the hero in this book. The journal should discuss the hero’s journey. (Journey can have more than one meaning.) 5. Find five poems that would be favorites of one of the characters in this book. Create a document that has the poetry and an explanation to justify your choices. 6. As you go through your reading, write down quotes said by the characters that you feel have meaning. Discuss the meaning of at least 10 quotes. 		Options for Assessments <ol style="list-style-type: none"> 1. Standardized Tests 2. Standardized Quizzes 3. Creative Writing 4. Guided Reading Questions 5. Selected Poetry 6. Anticipation Guide

<p>THE ROAD (6 Weeks)</p>	<p>Reading: Nonfiction 9-10. RN.1 9-10. RN.2.1 (The images are the text.) 9-10.RN.4.2 9-10.RN.4.3</p>	<ol style="list-style-type: none"> 1. Students will practice working with visual text and discussing how the visual text helps to create a story. 2. Students will use the technique of quadrant notes to compare the visual images. 3. Students will turn and talk to a partner about their ideas on the images. 4. Students will work in groups and answer three questions: What's going on in the image? Where are they? What's the relationship of items or people in the picture? 	<ol style="list-style-type: none"> 1. Evaluating Images TEXTS AND LESSONS by Daniels Informational Text Images 1 – 5 on pages 200 and 201 2. Article on Slavery – Official US or World Document of Historical/Literary Significance Class Discussion – How are the themes and concepts addressed in this article? 3. Go into Google images and place four pictures on one Microsoft Power Point slide. The images must tell a story. Present the story to the class. 4. Instead of presenting the story, write a short story or poem shown by your images. 		<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Group Discussion 2. Pair and Share 3. Power Point 4. Creative Writing
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<p>THE ROAD (6 weeks)</p>	<p>Reading: Vocabulary 9-10.RV.1 9-10.RV.2.1 9-10.RV.2.2 9-10.RV.2.3 9-10.RV.2.4 9-10.RV.2.5 9-10.RV.3.1 9-10.RV.3.2</p>	<ol style="list-style-type: none"> 1. Students will define and apply the terms simile, metaphor, extended metaphor, tone, and allusion. 2. Students will define and apply the terms diagram, collaboration, rhetorical question and organizational patterns to several pieces of informational text. 3. Students will understand new vocabulary by using their prior knowledge. 4. Students will list the four methods used to define vocabulary by context clues and apply these methods to their general vocabulary. 5. Students will use the vocabulary terms in a poem, short story, or song. 6. Students will draw the definition of the words. 7. Students will create an acting scene using several of the words. 	<ol style="list-style-type: none"> 1. Introductory packages from ADVANCING VOCABULARY SKILLS: Lists 9,10 2. YOUTUBE VIDEOS <ul style="list-style-type: none"> What is a metaphor and simile? How do you define tone? What is an allusion? 3. Put the correct word in a paragraph. 4. Put the correct word in sentences. 5. Create a Power Point Using the Vocabulary Word in a Sentence and Finding a Picture for the Word 6. Use the Six-Step Method of Vocabulary Development by Marzano 7. Create Analogies Using the Words 8. Write a poem, short story or song using several of the words. 		<p>Options for Assessment</p> <ol style="list-style-type: none"> 1. Standardized Pretest 2. Standardized Post-test 3. Quizzes 4. Unit Tests 5. Presentations 6. Reading Aloud 7. Writing 8. Acting Scenes
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GRADES 9-10

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.ⁱ*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

9-10.RL.1 Read a variety of literature within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

Key Ideas and Textual Support

9-10.RL.2.1 Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.

9-10.RL.2.2 Analyze in detail the development of two or more themes or central ideas over the course of a work of literature, including how they emerge and are shaped and refined by specific details.

9-10.RL.2.3 Analyze how dynamic characters (*e.g., those with multiple or conflicting motivations*) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

9-10.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

9-10.RL.3.1 Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (*e.g., parallel episodes*), and manipulate time (*e.g., pacing, flashbacks*) create such effects as mystery, tension, or surprise.

9-10.RL.3.2 Analyze how the author creates such effects as suspense or humor through differences in the points of view of the

characters and the reader (*e.g., created through the use of dramatic irony*).

Synthesis and Connection of Ideas

- 9-10.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text.
- 9-10.RL.4.2** Analyze and evaluate how works of literary or cultural significance (American, English, or world) draw on themes, patterns of events, or character types from myths, traditional stories, or religious works, including describing how the material is rendered new.

READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

- 9-10.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 9-10. By the end of grade 9, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 10, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 9-10.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text.
- 9-10.RN.2.2** Analyze in detail the development of two or more central ideas over the course of a text, including how they interact and build on one another to provide a complex analysis.
- 9-10.RN.2.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Structural Elements and Organization

- 9-10.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 9-10.RN.3.2** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.
- 9-10.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that

perspective or purpose.

Synthesis and Connection of Ideas

- 9-10.RN.4.1** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 9-10.RN.4.2** 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.
- 9-10.RN.4.3** Analyze seminal U.S. and world documents of historical and literary significance, including how they address related themes and concepts.

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 9-10.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

- 9-10.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- 9-10.RV.2.2** *Students are expected to build upon and continue applying concepts learned previously.*
- 9-10.RV.2.3** Analyze nuances in the meaning of words with similar denotations.
- 9-10.RV.2.4** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., analyze, analysis, analytical; advocate, advocacy*).
- 9-10.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or etymology.

Vocabulary in Literature and Nonfiction Texts

- 9-10.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings.
- 9-10.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone (*e.g., how the language of a court opinion differs from that of a newspaper*).
- 9-10.RV.3.3** Interpret figures of speech (*e.g., euphemism, oxymoron*) in context and analyze their role in the text.

WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*ⁱⁱ

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

9-10.W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

9-10.W.2 *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

9-10.W.3.1 Write **arguments** in a variety of forms that –

- Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
- Use effective transitions 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.
- Establish and maintain a consistent style and tone appropriate to purpose and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

9-10.W.3.2

Write **informative** compositions in a variety of forms that –

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).

9-10.W.3.3

Write **narrative** compositions in a variety of forms that –

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

The Writing Process

9-10.W.4

Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- Use technology to generate, 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 (*e.g., use of publishing programs, integration of multimedia*).

The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- 9-10.W.5** Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate an inquiry question, and refine and narrow the focus as research evolves.
 - Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
 - Assess the usefulness of each source in answering the research question.
 - Synthesize and integrate information into the text selectively to maintain the flow of ideas.
 - Avoid plagiarism and overreliance on any one source and follow a standard format (*e.g., MLA, APA*) for citation.
 - Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

9-10.W.6.1 Demonstrate command of English grammar and usage, focusing on:

9-10.W.6.1a **Pronouns** –
Students are expected to build upon and continue applying conventions learned previously.

9-10.W.6.1b **Verbs** –
Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods.

9-10.W.6.1c **Adjectives and Adverbs** –
Students are expected to build upon and continue applying conventions learned previously.

9-10.W.6.1d **Phrases and Clauses** –
Students are expected to build upon and continue applying conventions learned previously.

9-10.W.6.1e **Usage** –
Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.

9-10.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

9-10.W.6.2a Capitalization –
Students are expected to build upon and continue applying conventions learned previously.

9-10.W.6.2b Punctuation –
Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

9-10.W.6.2c Spelling –
Students are expected to build upon and continue applying conventions learned previously.

SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

9-10.SL.1 Listen actively and adjust the use of spoken language (*e.g., conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

9-10.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

9-10.SL.2.2 Examine, analyze, and reflect on ideas and support or refute points under discussion, by providing specific evidence from materials under study and other resources.

9-10.SL.2.3 Work with peers to set rules for collegial discussions and decision-making (*e.g., informal consensus, taking votes on key issues, presentation of alternate views*), clear goals and deadlines, and individual roles as needed.

9-10.SL.2.4 Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively

incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

9-10.SL.2.5 Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.

Comprehension

9-10.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (*e.g., visually, quantitatively, orally*) evaluating the credibility and accuracy of each source.

9-10.SL.3.2 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

- 9-10.SL.4.1** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- 9-10.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (*e.g., textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.
- 9-10.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*

MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.*^{iv}

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

9-10.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

9-10.ML.2.1 Analyze how media include or exclude information from visual and verbal messages to achieve a desired result.

9-10.ML.2.2 Analyze and interpret the changing role of the media over time in focusing the public's attention on events and in forming their opinions on issues.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.