

Third Quarter	TN STATE STANDARDS	SKILL FOCUS	Content
<p><b>Essential Questions:</b> Is knowledge the same as understanding?  <b>Focus Questions:</b> Is there a difference between reality and truth? What kind of knowledge changes our lives?</p>			
<p><b>Reading Literature</b></p>	<p><b>9-10.RL.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RL.KID.2</b> Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RL.KID.3</b> Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p><b>9-10.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone, such as how language evokes a sense of time and place, and how it communicates an informal or formal tone.</p> <p><b>9-10.RL.IKI.7</b> Evaluate the topic, subject, and/or theme in two diverse formats or media.</p>	<p><b>Citing Textual Evidence:</b>            What does the text say to support a claim? How does the text both directly and indirectly support conclusions drawn? How can author's intent be inferred from text?</p> <p><b>Theme:</b>            How do specific scenes and quotes from a text develop the themes of that text?</p> <p><b>Characterization:</b>            direct characterization, indirect characterization, round character, flat character, dynamic character, static character</p> <p><b>Vocabulary in Context:</b>            Can the student use vocabulary garnered through reading in multiple contexts?</p> <p><b>Media:</b>            How do treatments of themes, characters, and ideas vary from text to audio-visual format to photography to non-fiction?</p>	<p><b>Suggested Selection of Texts:</b></p> <p><i>To Kill a Mockingbird</i> by Harper Lee            Prentice Hall <i>Literature</i></p> <p>Internet Resources:  <a href="http://commonlit.org">commonlit.org</a>  <a href="http://quizlet.com">quizlet.com</a></p>

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<p><b>Reading Informational Text</b></p>	<p><b>9-10.RI.KID.1</b> Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p><b>9-10.RI.KID.2</b> Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> <p><b>9-10.RI.IKI.9</b> Analyze a variety of thematically related texts of historical and literary significance for the way they address related topics, facts, and concepts.</p>	<p><b>Citing Textual Evidence:</b> What does the text say to support a claim? How does the text both directly and indirectly support conclusions drawn? How can author's intent be inferred from text?</p> <p><b>Central Idea:</b> What is the focus of the author's argument? Of what is the author attempting to inform/convince the reader?</p> <p><b>Summarization:</b> How do you summarize various informational texts of different lengths?</p> <p><b>Comparing Accounts:</b> Why do texts on the same subjects vary from author to author? What does this variation tell us about author's purpose and about the nature of truth?</p>	<p><b>Suggested Selection of Texts:</b> <i>Facing History and Ourselves: To Kill a Mockingbird</i> Prentice Hall <i>Literature</i></p> <p><b>Internet Resources:</b> <a href="http://commonlit.org">commonlit.org</a></p>

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<p><b>Writing</b></p>	<p><b>9-10.W.TTP.2</b> Write informative/explanatory texts to analyze and convey complex ideas, concepts, and information clearly and accurately through the effective selection and organization of content.</p> <p><b>9-10.W.PDW.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>9-10.W.PDW.5</b> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><b>9-10.W.RBPK.7</b> Conduct and write short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem by narrowing or broadening the inquiry when appropriate, synthesizing multiple sources on the subject, and demonstrating a new understanding of the subject under investigation.</p> <p><b>9-10.W.RBPK.8</b> Use multiple search terms to generate a variety of print and digital sources; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><b>9-10.W.RBPK.9</b> Support and defend interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade band 9-10 standards for reading to source material.</p> <p><b>9-10.W.RW.10</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p>	<p><b><u>Argumentative/Analytical Writing:</u></b></p> <p>How does the argument support the claim? Is the tone of the essay well-established and appropriate to the type of writing assignment? Do the language and syntax create cohesion among the ideas in the essay? How does the conclusion support the argument?</p> <p><b><u>Informational:</u></b></p> <p>Is the information organized in such a way that the text is clear and accurate? Do the ideas build upon one another? Are transitions used to fluidly connect thoughts? Is the language precise and sophisticated enough to complement and manage the complexity of the topic? Does the conclusion support the argument?</p> <p><b><u>Writing Process:</u></b></p> <p>How do you write an effective body paragraph? Introduction? Conclusion? What is a thesis statement? What is a claim? What is an argument? How do you incorporate transitions effectively? How do you use MLA formatting? How do you proofread a rough draft effectively?</p>	<p><b><u>Resources:</u></b></p> <p><a href="http://owl.english.purdue.edu">owl.english.purdue.edu</a>  <a href="http://grammarly.com">grammarly.com</a>  <a href="http://easybib.com">easybib.com</a>            Prentice Hall <i>Literature</i> Textbook</p> <p><b><u>Suggested Writing Activities:</u></b></p> <p>Analysis of speeches, especially Atticus' closing argument and MLK Jr.'s "I Have a Dream"            Journals            Constructed Responses to Reading Prompts            Graphic Organizers            Writer's Workshop</p>

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<p><b>Language</b></p>	<p><b>9-10.L.CSE.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; when reading and writing, explain the functions of semicolons and colons to separate related ideas and use them correctly to do so; write and edit work so that it conforms to a style guide appropriate for the discipline and writing type.</p> <p><b>9-10.L.KL.3</b> 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 and listening.</p>	<p><b><u>Grammar:</u></b>            What are the eight parts of speech? What is a sentence? What is a phrase? What is a clause? What is parallel structure? How do you use punctuation of various types correctly? What is parallel structure? What is voice? What is subject-verb agreement?</p> <p><b><u>Analyze Dialect and Speech:</u></b>            Use knowledge of correct grammar to analyze author's choices in making speeches or writing characters' dialogues to determine author's purpose in doing so.</p>	<p><b><u>Resources:</u></b>            Prentice Hall <i>Literature</i>  <a href="http://quizlet.com">quizlet.com</a>  <a href="http://ixl.com">ixl.com</a>            Holt <i>Elements of Language</i>  <a href="http://grammarbytes.com">grammarbytes.com</a>  <a href="http://usatestprep.com">usatestprep.com</a></p> <p><b><u>Suggested Language Activities:</u></b>            weekly vocabulary            writing persuasive speeches</p>
<p><b>Speaking and Listening</b></p>	<p><b>9-10.SL.CC.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric; identify any fallacious reasoning and/or exaggerated or distorted evidence.</p> <p><b>9-10.SL.PKI.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b><u>Rhetoric:</u></b>            What is rhetoric? What are ethos, pathos, and logos? How do authors and speakers use rhetorical strategy to persuade an audience? What are logical fallacies? How can logical fallacies be identified in persuasive media?</p> <p><b><u>Using Language appropriate to Context:</u></b>            How should language in formal situations differ from informal discussion?</p>	<p><b><u>Resources:</u></b>            Prentice Hall <i>Literature</i></p> <p><b><u>Suggested Speaking and Listening Activities:</u></b>            collaborative group discussions            presentation-based projects over reading and research            writing persuasive speeches and delivering them</p>