

First Quarter	TN Standards	Skill Focus-Students will be able to do...	Resources/Materials
<p><b>Writing:</b>            1. Text Types and Protocol            2. Written Expression</p>	<p><b>9-10.W.TTP.3</b> Write narrative fiction or literary nonfiction to convey experiences and/or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p>W.9-10.W.TTP.1 Write <i>arguments</i> to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p><u>Writing Narratives:</u></p> <ol style="list-style-type: none"> <li>Set out problem, situation, or observation; establishing point(s) of view, introducing narrator and/or characters; create a smooth progression of events.</li> <li>Use narrative techniques (dialogue, pacing, description, reflection, multiple plot lines) to develop experiences, events, and characters.</li> <li>Use a variety of techniques to sequence events (flashback, foreshadowing, frame story, linear plot, parallel plots) so that they build on one another to create a coherent whole.</li> <li>Use precise words, telling details, and sensory language (imagery) to convey a vivid picture of the experiences, events, setting, and characters.</li> <li>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</li> </ol> <p><u>Writing Argument:</u></p> <ol style="list-style-type: none"> <li>Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, create an organization that establishes clear relationships among the claim(s), counterclaims, reasons and evidence.</li> <li>Develop claim and counterclaim, anticipating audience knowledge and concerns.</li> <li>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify relationships between claims, counterclaims, evidence, justifications, and conclusions.</li> <li>Establish/maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from and supports the argument presented.</li> </ol>	<p><b>Resources/Strategies</b></p> <ol style="list-style-type: none"> <li>"Who Are You?" project/presentation (In resources folder). Follow with:</li> <li>Personal Reflection narrative/descriptive assignment-Students write a memoir piece about a memorable experience from their own lives. Teaching unit from <u>Elements of Language</u> book, pp.557-585 (writing assignment begins p. 568). and from pages: 390-writing dialogue; 526 and 576-transitional expressions. Follow with:</li> <li>Choose one of the shorter nonfiction selections read in class this quarter (see pacing guide for list). Write a narrative account of the event which occasioned the speech as if you were present at the event and are recounting it for a relative who wanted to be there, but could not. Include all the narrative techniques and skill studied during the quarter.</li> </ol> <ol style="list-style-type: none"> <li>Complete Writing workshop assignment from <u>Language</u> book, pp. 803-822, "Writing a Persuasive Essay." This unit covers types of reasoning and organization/support of arguments as well as active and passive voice and using visuals to support claims.</li> <li>Write an argument paper. Using pp. lxvi-lxix from Prentice Hall Literature book. This material includes logical fallacies, rhetorical devices, and persuasive techniques as well as a template for students to use in planning their argument essays.</li> <li>After reading (weeks 4-6 of Q1 pacing guide), "Keep Memory Alive" and "Nobel Lecture" complete persuasive writing assignment found at the top of page 555.</li> </ol>

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	<p>9-10.W.TTP.2 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>3. <u>Writing Informative/Explanatory Text:</u></p> <ul style="list-style-type: none"><li>a. Introduce a topic; organize complex ideas, concepts, and information to make connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</li><li>b. Develop the topic with facts, extended definitions, concrete details, quotes other information and examples appropriate to audience.</li><li>c. Use appropriate and varied transitions.</li><li>d. Use precise language and domain specific vocabulary.</li><li>e. Establish and maintain formal style and objective tone while attending to the norms and conventions of language.</li></ul> <p>Provide a concluding statement or section that articulates the implications and or significance of the topic.</p>	<p>1. After reading the longer selection for Q1, (<i>The American Plague</i> or <i>Night</i>) write an essay identifying the author's purpose and perspective for writing and analyzing how effectively the author uses rhetoric (intentional use of language) to support his or her purpose.</p>
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Language: 1. Conventions  2. Knowledge of Language	<p style="text-align: center;"><b>Conventions</b></p> <p>9-10.L.CSE.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; use effective parallel structure and various types of phrases and clauses to convey specific meaning and add variety and interest to writing or presentations.</p> <p>9-10.L.CSE.2 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 style="text-align: center;"><b>Conventions</b></p> <p>a. Use parallel structure.            b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent/dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>a. Use a semi-colon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. (Know and be able to use appropriately the ways to correctly combine sentences.)            b. Use a colon to introduce a list or quotation.            c. Spell correctly (without the aid of spell-check!)</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing style. (BHS English Department uses MLA style, 7th edition.)</p>	<p><b>Conventions/Knowledge of Language</b>            These conventions must be taught directly and throughout the year. Begin by introducing the concepts, then move to having students identify the correct use of the convention. Once they have this, then have the students use the conventions correctly in their writing and hold them accountable for ALWAYS using the conventions correctly in their writing throughout the remaining school year. <i>Once a convention is taught and adequately mastered, students MUST continue to use it for retention to happen.</i></p> <p>There are many wonderful resources on the internet for teaching conventions, as well as good resources in our textbooks. Here is a limited list, but again there are many, many more available for free or very low cost on-line:</p> <p><b>GrammarBytes!</b>  <a href="http://www.chompchomp.com/menu.htm">http://www.chompchomp.com/menu.htm</a></p> <p><b>Perdue Online Writing Lab-OWL</b>  <a href="https://owl.english.purdue.edu/">https://owl.english.purdue.edu/</a></p> <p><b>USA Test Prep</b>  <a href="http://usatestprep.com/Home">http://usatestprep.com/Home</a></p> <p><b>Slideshare</b>  <a href="http://www.slideshare.net/">http://www.slideshare.net/</a></p> <p><b>Sentence openers and dress-ups- writing</b>  <a href="https://sites.google.com/a/fmcsd.ab.ca/beaton/openers-dressups">https://sites.google.com/a/fmcsd.ab.ca/beaton/openers-dressups</a></p>

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Reading: Narrative- Nonfiction/ Informational Text	<p>9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.</p> <p>9-10.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p>	<ol style="list-style-type: none"> <li>1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</li> <li>2. Determine a central idea of a text and analyze its development over the course of the text, including how it is revealed by specific details; provide an objective summary of the text.</li> <li>3. Analyze how the author unfolds a series of events or ideas, including: the order in which the points are made, how they are introduced and developed, and the connections drawn among them.</li> <li>4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.</li> <li>5. Analyze how an author's ideas are developed or refined by a particular portion of text. (Close Read)</li> <li>6. Determine an author's perspective or point of view and purpose and analyze the author's use of rhetoric to advance that purpose.</li> <li>7. Delineate and evaluate the argument and specific claims in a text. Assess reasoning and evidence presented. Identify false statements and fallacious reasoning.</li> <li>8. Read and Analyze seminal U.S. documents: <i>Washington's Farewell Address</i>; <i>the Gettysburg Address</i>; <i>Roosevelt's Four Freedoms Speech</i>; <i>King's Letter from the Birmingham Jail</i>, including how they address related central ideas and concepts from different historical perspectives.</li> </ol>	<p><a href="#">These activities should be completed AFTER reading at least the first three sections of <i>The American Plague</i> or <i>Night</i> in its entirety. See resource folder for reading guides/activities for the longer texts.</a></p> <p>Close reading of a selected passage from the longer text. You may use SOAPSTONE strategy to begin. Find an explanation and worksheet for SOAPSTONE here:  <a href="http://teachersites.schoolworld.com/webpages/AMitchell2/files/alicia_soapstone">http://teachersites.schoolworld.com/webpages/AMitchell2/files/alicia_soapstone</a>        For more on close reading see pp. lx -lxi in the Prentice Hall Literature book (instructions and a student model are provided).</p> <p>Using the "Memphis 1878" section of <i>The American Plague</i> or the first two chapters of <i>Night</i>, have students complete a Central Idea/Main idea and details graphic organizer of the passage, then write an objective summary of the passage.        You will find a graphic organizer for central idea and details in the resource folder. Additionally, see pp. lvi-lvii in the Prentice Hall Literature book.</p> <p>Chart the reasoning used to develop the arguments of the text. Use a flow chart.</p> <p>Students will work in groups to read and analyze an assigned document. Each group will present the important information and quotes for their document, "teaching" it to the class however they choose. Then after all documents have been presented individually, the speaker/actor of each group will participate in a panel discussion concerning the connections between the documents. Each group will prepare two questions to put before the panel. A facilitator, chosen by the class (with teacher's discretion), will conduct the discussion.</p>

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<b>Language: Vocabulary Acquisition and Use</b>	<p>9-10.L.VAU.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 9th -10th grade-level text by choosing flexibly from a range of strategies.</p> <p>9-10.L.VAU.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings in grades 9-10 reading and content; interpret figures of speech in context and analyze their role in a text; analyze nuances in the meaning of words with similar denotations.</p> <p>9-10.L.VAU.6 Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce readiness level; demonstrate independence in building vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>a. Use context as a clue to the meaning of a word or a phrase.</p> <p>b. Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.</p> <p>c. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.</p> <p>d. Use etymological patterns in spelling as clues to the meaning of a word or phrase.</p> <p>a. Interpret figures of speech (euphemism, oxymoron, hyperbole, imagery, etc.) in context and analyze their role in the text.</p> <p>b. Analyze nuances in the meanings of words with similar denotations (understand the connotations of words).</p> <p>a. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<ol style="list-style-type: none"> <li>1. Students will work through <i>Vocabulary Workshop Series</i> from Holt or <i>Wordly Wise 3000 Book 10</i>, 3rd edition. These series cover all vocabulary standards, and both series include academic vocabulary as specified in TN Standards.</li> <li>2. Additional vocabulary is provided with the literature series for each literature unit.</li> <li>3. See also <i>Elements of Language</i>, pp.921-929 for general vocabulary concepts, instruction on context clues, connotation /denotation.</li> <li>4. See <i>Elements of Language</i>, pp. 424-444 for coverage of spelling basics, rules, and exceptions.</li> <li>5. See <i>Elements of Language</i>, pp.437-444 for a list of commonly confused words.</li> <li>6. See <i>Elements of Language</i> pp. 880-882 for instruction in using dictionaries.</li> </ol>

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Speaking and Listening	<p><b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9-10 grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9-10 grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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.4</b> Present information, findings, and supporting evidence clearly, concisely, and logically, so that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p><b>9-10.SL.PKI.5</b> Make strategic use of digital media and visual displays in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	<p>These skill focuses, and resources are integrated into the narrative non-fiction/informational text and writing skills.</p>	<p>These standards, skill focuses, and resources are integrated into the narrative non-fiction/informational text and writing standards.</p>

For Reading and Writing in Each Quarter						
	Cite evidence	Analyze content	Study and apply grammar	Study and apply vocabulary	Conduct Discussions	Report Findings
Every Quarter	9-10. RL.KID.1	9-10.RL.KID.2	9-10.L.CSE.1; 2	9-10.L.VAU.6	9-10.SL.CC.1	9-10.SL.PKI.4

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