

First Quarter	TN STATE STANDARDS	SKILL FOCUS	Content
<p><b>Essential Questions:</b> Can Truth Change? Is Conflict Necessary?  <i>Focus Questions:</i> Is revenge ever justified? If so, under what circumstances? How far would you go to obtain revenge on someone or some group who destroyed your family? Can you achieve justice through revenge? What is justice? How does our society treat those who achieve revenge?</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.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.CS.5</b> Analyze how an author’s choices concerning text structure, plot structure, and/or time manipulation create effects such as mystery, tension, or surprise.</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>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>Structure:</b>            conflict (internal/external), exposition, rising action, climax, falling action, resolution</p>	<p><b>Suggested Selection of Texts:</b></p> <p>“The Most Dangerous Game”            “The Cask of Amontillado”            “The Secret Life of Walter Mitty”            “The Gift of the Magi”  <i>The Book Thief</i>  <i>Animal Farm</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>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>Suggested Selection of Texts:</b>            Symphony for the City of the Dead</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.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning supported by relevant and sufficient evidence.</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?</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>Character Analysis Essay            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.1</b> 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><b>9-10.L.VAU.6</b> 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><b><u>Vocabulary:</u></b> How can words be altered to become different parts of speech? What is a synonym? What is an antonym? What is an analogy?</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?</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 weekly grammar exercises</p>
<p><b>Speaking and Listening</b></p>	<p><b>9-10.SL.CC.1</b> Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9th- 10th grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</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>Discussion:</u></b> How does collaboration among peers with different viewpoints deepen the understanding and ownership of a topic?</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</p>