

| Fourth Quarter | TN STATE STANDARDS | SKILL FOCUS | Content |
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| <p>Essential Questions: Is knowledge the same as understanding? Focus Questions: Is there a difference between reality and truth? What kind of knowledge changes our lives?</p> | | | |
| <p>Reading Literature</p> | <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.RL.KID.3 Analyze how complex characters, events, and ideas develop and interact over the course of a text to impact meaning.</p> <p>9-10.RL.CS.4 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>Citing Textual Evidence: 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>Characterization: direct characterization, indirect characterization, round character, flat character, dynamic character, static character, epic hero, archetypes</p> <p>Vocabulary in Context: Can the student use vocabulary garnered through reading in multiple contexts?</p> | <p>Suggested Selection of Texts: Prentice Hall <i>Literature</i> Homer's <i>Odyssey</i></p> <p>Internet Resources: commonlit.org quizlet.com</p> |

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| <p>Reading Informational Text</p> | <p>9-10.RI.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.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical summary.</p> | <p><u>Citing Textual Evidence:</u> 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><u>Central Idea:</u> What is the focus of the author's argument? Of what is the author attempting to inform/convince the reader?</p> <p><u>Summarization:</u> How do you summarize various informational texts of different lengths?</p> | <p><u>Suggested Selection of Texts:</u> <i>Mythology</i> by Edith Hamilton Prentice Hall <i>Literature</i></p> <p><u>Internet Resources:</u> commonlit.org</p> |

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| <p>Writing</p> | <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>9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>9-10.W.PDW.5 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>9-10.W.RBPK.7 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>9-10.W.RBPK.8 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>9-10.W.RBPK.9 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>9-10.W.RW.10 Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences.</p> | <p><u>Argumentative/Analytical Writing:</u></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><u>Informational:</u></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><u>Writing Process:</u></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><u>Resources:</u></p> <p>owl.english.purdue.edu grammarly.com easybib.com Prentice Hall <i>Literature</i> Textbook</p> <p><u>Suggested Writing Activities:</u></p> <p>Analysis of archetypes in relation to fiction and non-fictions Journals Constructed Responses to Reading Prompts Graphic Organizers Writer's Workshop</p> |

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| <p>Language</p> | <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><u>Vocabulary Acquisition:</u> How do you determine the meaning of a new word when experiencing it for the first time? How do you take ownership of that word? Construct analogies and sentences to help your acquisition of the new word.</p> | <p><u>Resources:</u> Prentice Hall <i>Literature</i> quizlet.com ixl.com Holt <i>Elements of Language</i> grammarbytes.com usatestprep.com</p> <p><u>Suggested Language Activities:</u> weekly vocabulary</p> |
| <p>Speaking and Listening</p> | <p>9-10.SL.CC.1 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>9-10.SL.CC.2 Integrate and evaluate multiple sources of information presented in diverse media formats; evaluate the credibility and accuracy of each source.</p> <p>9-10.SL.PKI.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> | <p><u>Discussion:</u> How does collaboration among peers with different viewpoints deepen the understanding and ownership of a topic?</p> <p><u>Building Presentations:</u> How do you synthesize information from multiple sources to create a cohesive, original presentation of information, drawing new conclusions?</p> <p><u>Using Language appropriate to Context:</u> How should language in formal situations differ from informal discussion?</p> | <p><u>Resources:</u> Prentice Hall <i>Literature</i></p> <p><u>Suggested Speaking and Listening Activities:</u> collaborative group discussions presentation-based projects over reading and research</p> |