

Timeline & Resources	Common Core Standards or AZ Standards	Essential Question (HESS Matrix)	Learning Goals/ Student Friendly Goal	Vocabulary
<p>1st semester 1st quarter</p> <p>approximately 4 weeks: Text book, Sherman Alexie Narrative, O. Henry story, Lady or the Tiger, Proxima, web, PEG Writing Website</p>	<p>UNIT 1: Narration, types and Purposes</p> <p>Text Types and Purposes (9-10.W.3)</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences</p> <p>a. 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.</p> <p>b. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and /or characters.</p> <p>e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p>Craft and Structure (9-10. RL. 5)</p> <p>Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise. (9-10.RL.5)</p>	<p>How do different styles of narration affect the story?</p> <p>How do you edit what you write well</p> <p>Create: Level I Analyze: Level III Create: Level III Create Level III Creative Level III</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<ul style="list-style-type: none"> ✓ I will analyze several stories for plot and literary elements. ✓ I will recognize different types of narratives ✓ I will be able to apply literary elements in my own writing. ✓ I will to chose a topic for my narrative that will describe a real or imagined story. ✓ I will examine pre-writing techniques and develop my ideas to support my topic. ✓ I will revise the body of my narrative to generate a sequence that is fluent. ✓ I will modify my word usage to generate and convey a vivid picture of the actions in my story. ✓ I will produce a conclusion to my narrative that reflects on the actions within my narrative. 	<p>Perception Bias Cohesive Subjective Analyze Synthesize Prioritize Claim Adequate Evaluate Objective Hyperbole Imagery Examine Elucidate Justify</p>

<p>1st quarter</p> <p>Approximately 5 weeks</p> <p><u>Call of the Wild</u></p> <p>Articles on the Yukon, Alaska, tundra</p> <p>“Gold Rush: An Alaskan Adventure” Movie</p>	<p>UNIT 2: Recognizing a Hero</p> <p><i>Reading Literature 9-10 Key Ideas and Details</i> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot. (9-10.RL.3)</p> <p><i>Text Types and Purposes</i> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> a. 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. b. Develop claim(s) and counterclaims fairly, supplying 	<p>Who can be a Hero?</p> <p>What qualities do we look for in a hero?</p> <p>Why do we need heroes?</p> <p>Evaluate: Level III Understand Level I Understand Level II Analyze Level II and III Evaluation Level I</p>	<ul style="list-style-type: none"> ✓ I will cite examples from the text when I answer questions. ✓ I will explain my opinion of the text using textual support. ✓ I will analyze the plot for character actions as well as motivations. ✓ I will analyze themes in the story for information that can be applied to real life ✓ I will create an essay explaining my position on a topic related to the story. ✓ I will revise my essay for errors, fluency, and for comprehension ✓ I will plot the events of the story on a plot line ✓ I will use textual evidence from the text to support my arguments 	<p>Protagonist</p> <p>Foil</p> <p>Conflict</p> <p>Antagonist</p> <p>Omniscient</p> <p>Analyze</p> <p>Evaluate</p> <p>Argument</p> <p>Evidence</p>
---	---	--	---	---

	<p>evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented. (9-10.W.1)</p>			
<p>2nd Quarter 4 weeks.</p> <p>Text, Novel; “The Absolutely True Diary of a Part-Time Indian”, Graphic Organizers Web, Proxima. Peg Writing Website You tube video explaining about the banning of Diary Alexie news article</p>	<p>UNIT 3: Creating a Hero</p> <p>Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail it’s development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and</p>	<p>Who can become a hero?</p> <p>How are modern heroes created?</p> <p>Where will adventures take you?</p> <p>Why is this book on the banned book list?</p> <p>Would you support the banning or fight against it?</p> <p>Evaluate: Level III) (Understand Level I) (Understand Level II) (Analyze Level II and III) (Evaluation Level I) (Evaluation Level II)</p> <p>Foundations of Learning:</p>	<p>✓ I will read “The Absolutely True Diary...” and I will cite evidence that I feel supports the explicit meaning.</p> <p>✓ I will continue reading “The Absolutely True Diary...” and will cite evidence that I feel supports inferences.</p> <p>✓ I will analyze “The Absolutely True Diary...” and I will determine how specific events shape the theme.</p> <p>✓ I will develop an objective summary of Alexie’s Novel using the information I developed in my analysis.</p> <p>✓ I will develop a plot line</p>	<p>Semi-autobiographical</p> <p>Comical</p> <p>Humor</p> <p>Banned</p> <p>Sarcasm</p> <p>Defense mechanism</p> <p>Persuade</p> <p>Appropriate audience</p>

	<p>advance the plot. (9-10.RL.3)</p> <p>Determine the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (9-10.RL.4.)</p>	<p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>through my reading of “The Absolutely True...”</p> <ul style="list-style-type: none"> ✓ I will analyze the characterization within Alexie’s Novel describing how they form. ✓ I will evaluate how the characters within “The Absolutely True...” effect the plot (sequence of events) in the story. ✓ I will examine how the author’s use of figurative language has an effect on meaning and tone. 	
<p>1st Semester 2nd quarter</p> <p>4.5 weeks</p> <p>-textbook: Odyssey -review game -The Storyteller: the Greek Myths Video -1980/2013 Superman Movie</p>	<p>Unit 4: The classical Hero</p> <p>Key Ideas and Details</p> <p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail it’s development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p>	<p>Have heroes changed since we have started telling about them?</p> <p>How does a hero form?</p> <p>What is a significant turning point?</p> <p>Evaluate: Level III Analyze: Level III Analyze: Level II Understand Level I</p>	<ul style="list-style-type: none"> ✓ I will begin reading the text and I will cite evidence that I feel supports the explicit meaning. ✓ I will analyze the work and I will determine how specific events shape the theme. ✓ I will develop an objective summary of the Novel using the information I developed in my Notes. ✓ I will evaluate how the characters effect the plot 	<p>Classical Greek Hedonistic Metaphor Extended metaphor Idiom Coherence Anticipate Coherence</p>

	<p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)</p> <p>Craft and Structure Determine a the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.(9-10.RL.4.)</p> <p>Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>). (9-10.RL.7)</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare). (9-10.RL.9)</p>	<p>Understand Level II Analyze Level I Evaluation Level I Evaluation Level II Evaluation Level III Creation Level II</p>	<p>(sequence of events) in the story.</p> <ul style="list-style-type: none"> ✓ I will explain my inferences using the text. ✓ I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme. ✓ I will create a plot line of events in the story. ✓ I will compare this story to others that have similar themes ✓ I will apply the themes from the story to other stories 	<p>Imply Figurative Literal Descriptive language Verse Epic hero Epic poem Epiphany</p>
<p>2nd Semester</p>	<p>Unit 5: Poetry</p>	<p>Why is it appropriate to write</p>	<ul style="list-style-type: none"> ✓ I will read a variety of poems 	

<p>3rd Quarter</p> <p>2 weeks text book: poetry “The Highwayman”, Firework- Katy Perry Web, Proxima. Peg Writing Website,</p>	<p>Reading Literature 9-10 Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail it’s development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Production and Distribution of writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (9-10.W.4)</p>	<p>some things in verse compared to prose?</p> <p>Why are some topics better suited to be written about in verse?</p> <p>9-10.RL.1, 2, 3, 7 and 9</p> <p>(Evaluate: Level III) (Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III) (Creation Level II)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>and analyze for theme and message</p> <ul style="list-style-type: none"> ✓ I will use the text to support my arguments ✓ I will mimic the style of professional poets without plagiarizing ✓ I will create a poem of my own choosing from a choice of styles. 	<p>Alliteration</p> <p>Onomatopoeia</p> <p>Rhyme</p> <p>Limerick</p> <p>Sonnet</p> <p>Narrative poem</p> <p>Lyrical poem</p>
<p>3rd Quarter</p> <p>(Approx 5-6 weeks)</p> <p>Text book: Romeo and Juliet/ Midsummer</p>	<p>UNIT 6:</p> <p>Key Ideas and Details Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a</p>	<p>Why do people still read Shakespeare after 400 years?</p> <p>How should this be consumed? (read, watched, performed)</p>	<p>I will continue reading Drama and will cite evidence that I feel supports inferences.</p> <p>I will develop an objective summary of the Play using the information I developed in my Notes.</p>	<p>Monologue</p> <p>Dialogue</p> <p>Soliloquy</p> <p>Dialect</p> <p>Clown</p> <p>Motley</p>

<p>Night's Dream internet sources, proxima, teaching guide <u>Shakespeare for Dummies</u>, <u>Shaking Hands with Shakespeare</u>, Youtube video "Brush Up your Shakespeare" Arizona Highways Article: "The Bard that tamed the West"</p>	<p>text and analyze in detail it's development over the course of the text, including how it emerges and is shaped and refined by specific details: provide an objective summary of the text. (9-10.RL.2.)</p> <p>Analyze how complex characters develop over the course of a text and, interact with characters and advance the plot.(9-10.RL.3)</p> <p>Craft and Structure Determine a the meaning of words and phrases as they are used in the text including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.(9-10.RL.4.)</p> <p>Integration of Knowledge and Ideas Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's <i>Landscape with the Fall of Icarus</i>). (9-10.RL.7)</p> <p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws</p>	<p>How does a play make the story come alive compared to a novel</p> <p>9-10.RI.1,2,3</p> <p>(Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will develop a plot line through my reading.</p> <p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p> <p>I will explain my inferences using the text.</p> <p>I will create a collage that symbolizes a character from the story and use citation to support the visualization of that theme.</p> <p>I will create a plot line of events in the story.</p> <p>I will understand why authors choose different Literary devices.</p> <p>I will discuss in class why a play is more powerful for this topic than reading a story.</p> <p>I will rewrite a scene from the play using prose instead of dialogue.</p> <p>I will summarize each scene/act of the play.</p> <p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p>	<p>Prose</p> <p>Verse</p> <p>Iamb</p> <p>Pentameter</p>
--	--	---	--	---

	on a play by Shakespeare). (9-10.RL.9)			
<p>4th quarter (approx.) 2.5 weeks</p> <p>resources for persuasion, resources on propaganda, examples of ads, examples of propaganda, fundamental writing knowledge, resources via print and web.</p> <p>Computer-Word,</p>	<p>UNIT 7: Breaking the Code/ Are you aware you're being persuaded?</p> <p>Craft and Structure Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). (9-10.RI.5)</p> <p>Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (9-10.RI.6)</p> <p>WRITING INFORMATIVE TEXTS Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above. (9-10.W.4)</p> <p>a. Produce clear and coherent functional writing (e.g., formal letters, experiments, notes/messages, labels, timelines, graphs/tables, procedures, invitations, envelopes, maps, captions, diagrams) in which the development and organization are appropriate to the task, purpose, and audience. (AZ. 9-10.W.4)</p>	<p>How are we affected by advertisements, propaganda, and public service announcements?</p> <p>How does persuasion effect our beliefs about ads and propaganda?</p> <p>What happens if you are aware you are being attacked by persuasion?</p> <p>9-10.w.1,a,b,c</p> <p>(Understand: Level II) (Create: Level III) (Understand: Level III) (Creative Level: III) (Evaluate: Level II) (Evaluation : Level III)</p> <p>Foundations of Learning: Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will analyze several ads for persuasion techniques</p> <p>I will evaluate the effectiveness of several ads.</p> <p>I will categorize ads by the type of persuasion used, audience, and type of logic it appeals to</p> <p>I will create a public service announcement, product ad, and a piece of propaganda</p>	<p>Ad</p> <p>Commercial</p> <p>Propaganda</p> <p>Bandwagon</p> <p>Persuasion</p> <p>Glittering generalities</p> <p>Name calling</p> <p>Logos</p> <p>Ethos</p> <p>Pathos</p> <p>Audience</p>
<p>4th quarter 4-5 weeks</p>	<p>4th Quarter Unit 8:</p>	<p>Why do people give up freedom for security?</p>	<p>I will develop a plot line through my reading.</p>	<p>Symbolism</p> <p>Allegory</p>

<p>Novel: Fahrenheit 451</p> <p>Teacher guide Fahrenheit 451 video</p>	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (9-10.RL.1)</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (9-10.RL.2)</p> <p>Analyze how complex 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.3)</p> <p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. (9-10.RL.6)</p>	<p>What came make people change their entire outlook on life?</p> <p>How does someone who could be considered a villain become a hero?</p> <p>(Analyze: Level III) (Analyze: Level II) (Understand Level I) (Understand Level II) (Analyze Level I) (Evaluation Level I) (Evaluation Level II) (Evaluation Level III) (Creation Level II)</p> <p>Foundations of Learning</p> <p>Basic Skills & Concept Strategic Thinking Recall and Reproduce</p>	<p>I will evaluate how the characters effect the plot (sequence of events) in the story.</p> <p>I will explain my inferences using the text.</p> <p>I will create a word cloud that includes characters, quotes, themes, and symbols from the story.</p>	<p>Propaganda Characterization Explicit Contrast Compare Application Refine Intrinsic Fundamental Generalization Subjective Objective</p>
--	---	--	--	---