

# HUMANITIES GRADES 9 & 10: SEMESTER 1

| Dates                                | Prioritized Literacy Standard   | Prioritized Writing Standard  |
|--------------------------------------|---|---|
| Unit 1<br>September 8-<br>October 20 | <p><b>Reading Anchor Standard #2:</b> Central Idea/Theme</p> <p>Literary: 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.</p> <p>Informational: Determine a central idea of a text and analyze 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.</p> <p>History: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.</p> | <p><b>Writing Standard #2:</b> Write Informative/Explanatory</p> <p>(a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. (b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. (c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. (d) Use precise language and domain-specific vocabulary to manage the complexity of the topic. (e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> |
| Unit 2<br>October 23-<br>December 1  | <p><b>Reading Anchor Standard #6:</b> Point of View/Author's Purpose</p> <p>Literary: 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.</p> <p>Informational: 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.</p> <p><b>Literacy in History Standard #5:</b> Structure to Develop Ideas</p> <p>History: Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.</p>  | <p><b>Writing Standard #5:</b> Develop &amp; Refine</p> <p>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. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 here.)</p>  |
| Unit 3<br>December 4-<br>January 19  | <p><b>Reading Anchor Standard #8:</b> Claims &amp; Counterclaims</p> <p>Informational: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>History: Assess the extent to which the reasoning and evidence in a text support the author's claims.</p>  | <p><b>Writing Standard #8:</b> Gather Multiple Sources of Evidence</p> <p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p>   |

# HUMANITIES GRADES 9 & 10: SEMESTER 2

| Dates  |                       | Prioritized Literacy Standard  | Prioritized Writing Standard  |
|--------|-----------------------|--|---|
| Unit 4 | January 29 - March 16 | <p><b>Reading Anchor Standard #7:</b> Technical Analysis</p> <p>Informational: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>History: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.</p>  | <p><b>Writing Standard #7:</b> Conduct Research</p> <p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>   |
| Unit 5 | March 16- May 4       | <p><b>Reading Anchor Standard #9:</b> Compare &amp; Contrast</p> <p>Literary: 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).</p> <p>Informational: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>History: Compare and contrast treatments of the same topic in several primary and secondary sources.</p> <p><b>ELA ONLY - Reading Anchor Standard 4:</b> 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> | <p><b>Writing Standard #9:</b> Draw Information from Texts</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.W.9-10.9.A<br/>Apply grades 9-10 Reading standards to literature (e.g., "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]").</p> <p>CCSS.ELA-LITERACY.W.9-10.9.B<br/>Apply grades 9-10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").</p> |
| Unit 6 | May 9- June 22        | <p><b>Reading Anchor Standard #3:</b> Development of Ideas</p> <p>Literary: 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.</p> <p>Informational: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>History: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p>   | <p><b>Writing Standard #6:</b> Use Technology</p> <p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>   |