

HUMANITIES GRADES 9 & 10: SEMESTER 1

| | Dates | Prioritized Reading Standard (Literary and Informational Text) | Prioritized Writing Standard |
|--------|----------------------------|---|---|
| Unit 1 | September 5- October 18 | <p>Reading Anchor Standard #2: Central Idea/Theme</p> <p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> <p>History/Social Studies: RH 2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.</p> | <p>Writing Standard #2: Write Informative/Explanatory</p> <p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>9-10W2a: Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p>9-10W2b: Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p>9-10W2c: Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p>9-10W2d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p>9-10W2e: Provide a concluding statement or section that explains the significance of the information presented.</p> <p>9-10W2f: Establish and maintain a style appropriate to the writing task.</p> |
| Unit 2 | October 21- November 27 | <p>Reading Anchor Standard #6: Point of View/Author's Purpose</p> <p>9-10R6: Analyze how authors employ point of view, perspective, and purpose to shape explicit and implicit messages (e.g., examine rhetorical strategies, literary elements and devices). (RI&RL)</p> <p>History/Social Studies; RH 6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.</p> | <p>Writing Standard #5: Draw Information from Texts</p> <p>9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 9/10Reading standards to both literary and informational text.</p> |
| Unit 3 | December 2- January 17 | <p>Reading Anchor Standard #8: Claims & Counterclaims</p> <p>9-10R8: Delineate and evaluate an argument and specific claims in a text, assessing the validity or fallacy of key statements by examining whether the supporting evidence is relevant and sufficient. (RI&RL)</p> <p>History/Social Studies: RH 8: Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.</p> | <p>Writing Standard #1: Argumentative Writing</p> <p>Write arguments to support claims that analyze substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>9-10W1a: Introduce precise claim(s), distinguish the claim(s) from counterclaims, establish and organize clear relationships among claim(s), counterclaim(s), reasons, and evidence.</p> <p>9-10W1b: Develop claim(s) and counterclaims in a balanced manner, supplying evidence for each while pointing out the strengths and limitations of both, anticipating the audience's knowledge of level and concerns.</p> <p>9-10W1c: Use precise language and content-specific vocabulary to express the appropriate complexity of the topic.</p> <p>9-10W1d: Use appropriate and varied transitions to make critical connections and distinctions, create cohesion and clarify the relationships among complex ideas and concepts.</p> <p>9-10W1e: Provide a concluding statement or section that explains the significance of the argument presented.</p> <p>9-10W1f: Maintain a style and tone appropriate to the writing task.</p> |

HUMANITIES GRADES 9 & 10: SEMESTER 2

| Dates | Prioritized Reading Standard (Literary and Informational Text) | Prioritized Writing Standard |
|-----------------------------------|---|---|
| Unit 4 January 27- March 13 | <p>Reading Anchor Standard #7 & 9: Technical Analysis</p> <p>9-10R7: Analyze how a subject/content is presented in two or more formats by determining which details are emphasized, altered, or absent in each account. (e.g. , analyze the representation of a subject/content or key scene in two different formats, examine the differences between a historical novel and a documentary). (RI&RL)</p> <p>9-10R9: Choose and develop criteria in order to evaluate the quality of texts. Make connections to other texts, ideas, cultural perspectives, eras, and personal experiences. (RI&RL)</p> <p>History/Social Studies: RH 7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.</p> | <p>Writing Standard #6 & 7: Research to Build and Present Knowledge</p> <p>9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.</p> <p>9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.</p> |
| Unit 5 March 16- May 1 | <p>Reading Anchor Standard #4: Figurative Language</p> <p>9-10R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL)</p> <p>History/Social Studies: RH 4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.</p> | <p>Writing Standard #4: Text Types & Connections</p> <p>9-10W4: Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain divergences from the original when appropriate.</p> |
| Unit 6 May 4- June 16 | <p>Reading Anchor Standard #3: Development of Ideas</p> <p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p>In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme. (RL)</p> <p>In informational texts, analyze how the author unfolds an analysis or argument, including the sequence, the introduction and development of ideas, and the connections that exist. (RI)</p> <p>History/Social Studies: RH 3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.</p> | <p>Writing Standard: Lifelong Practices of Writers</p> <p>Review 9-10W1 & 2 Standards.</p> <p>Refer to the “Lifelong Practices of Writers” and “Production and Range of Writing” descriptions.</p> |