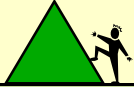



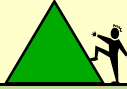

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Month Example Sept/Jan	<u>Content</u> Sub-Category or Strand	National Common Core Standards Code & Language	Michigan Standards High School Content Expectations (HSCEs) Code & Language	Essential Skills	Examples of Formative Assessments	Vocabulary
						
Ongoing semesters 1 and 2	Reading Literature. (Choose from the following texts: Prentice Hall: World Masterpieces (textbook) To Kill a Mockingbird House on Mango Street Animal Farm 40 Model Essays Things Fall Apart Tuesdays with Morrie Anthem Cry the Beloved Country Hiroshima Sophie's World	Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine themes, central ideas and their development; summarize. 3. Analyze authors' choices regarding elements of a story. Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Analyze point of view. Integration of Knowledge and Ideas 7. Analyze multiple interpretations of texts. 8. (Not Applicable)	OBSOLETE	1. Cite and analyze text, draw inferences from text. (%% = To Kill a Mockingbird, House on Mango, Tuesdays with Morrie, Anthem. See literary appendix.) 2. Determine and analyze development of theme and how it summarizes text. (%%) 3. Analyze how characters advance plot and develop theme. (%%) 4. Examine use of connotative and figurative language and how word choice affects meaning and tone. (%%) 5. Analyze use of structural devices. (%%) 6. Analyze a world view using text from outside the United States. (Covered in 9th, but could use Medea) 7. With attention to what is absent or emphasized, analyze a subject represented in different mediums. (To Kill a Mockingbird film) 8 (N/A)	Think-Pair- Shares; Talk- Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	plot; characterization; point of view; irony; symbolism; conflict; theme; mood; tone; imagery; inference; figurative language; dialogue; dialect; foreshadowing; genre; poetry and drama terms



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	The Masque of the Red Death Writers Inc. Medea Supplemental literature of choice)	9. Analyze how the themes of contemporary texts and texts from different time periods build on one another. Range of Reading and Level of Text Complexity 10. Read and comprehend grade-level appropriate literature with scaffolding as needed.		9. Analyze how an author draws on and transforms a source material in a specific work. (To Kill a Mockingbird film) 10. Read grade-level texts. Accelerated classes use a greater percentage of the available texts, engage in more independent learning, are assigned more in-depth writing, and move at a faster pace allowing for extended learning units.		

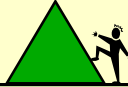

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Ongoing semesters 1 and 2	Reading Informational Text. (Choose from the following texts: Today's Non- fiction Current events and news articles Selections from 40 Model Essays Washington's Farewell Address (1796) Franklin Delano Roosevelt's "The Four Freedoms" Martin Luther King Junior's "Letter from a Birmingham Jail")	Key Ideas and Details 1. State what the text says explicitly and what it implies. 2. Determine central ideas and their development; summarize. 3. Analyze developmental structure. Craft and Structure 4. Determine meaning of words and phrases. 5. Analyze authors' choices regarding structure. 6. Determine author's point of view. Integration of Knowledge and Ideas 7. Analyze multiple sources of information. 8. Evaluate claims and assess reasoning. 9. Analyze historical and literary significance of foundational US documents. Range of Reading and Level of Text Complexity 10. Read and comprehend grade- level appropriate literary nonfiction with scaffolding as needed.	OBSOLETE	1. Cite and analyze text, draw inferences from text. 2. Analyze development of central idea over course of text and how it is shaped by specific details. 3. Analyze how author unfolds analysis or series of ideas/events including order, development, and connections. 4. Examine use of connotative, figurative, and technical language; analyze how word choice affects meaning and tone. 5. Analyze how ideas or claims are developed and refined by particular sentences, paragraphs, or other sections. 6. Determine author's point of view or purpose; evaluate author's use of rhetoric. 7. Analyze various accounts of a subject told in different mediums; determine emphasized details. 8. Break down author's argument and specific claims; determine validity and identify false statements and fallacies. 9. Examine the significance of foundational US documents and how they address related themes and concepts. 10. Read grade-level texts.	Think-Pair- Shares; Talk- Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	analysis; inference; voice; audience; summary; reasoning; opposing viewpoints; fallacies; validity; purpose

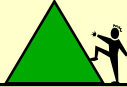

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Ongoing semesters 1 and 2	Writing.	<p>Text Types:</p> <ol style="list-style-type: none"> 1. Argumentative / Persuasive: Reasons and evidence 2. Informative / Explanatory / Analytical 3. Narrative / Creative <p>Production and Distribution:</p> <ol style="list-style-type: none"> 4. Knowing audience and development 5. Practicing the writing process: brainstorming, drafting, editing, revising, publishing 6. Technology use <p>Research and Presentation:</p> <ol style="list-style-type: none"> 7. Answer a question or solve a problem with research 8. Use multiple sources: assess sources, avoid plagiarism, use formal citation 9. Draw evidence from literary or informational texts <p>Range of Writing:</p> <ol style="list-style-type: none"> 10. Write routinely over extended time frames for a range of tasks, purposes, and audiences 	OBSOLETE	<p>Text Types:</p> <ol style="list-style-type: none"> 1,2,3: Outlining, advancing thesis development, topic sentences, details, transitions <p>Production and Distribution</p> <ol style="list-style-type: none"> 5: Writing Process 6: Word processing, internet research <p>Research and Presentation:</p> <ol style="list-style-type: none"> 8: Citing sources 7,8,9: Research paper (MLA and/or APA) 8: Works Cited / References pages <p>Range of Writing:</p> <ol style="list-style-type: none"> 10: Formal and informal: business letter, ICE, research paper, personal narrative, reflective essays 	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	rubric; outline; thesis; introduction; topic sentence; attention getter; conclusion; word choice; body; clincher; tone; quotation; citation; plagiarism; transitions; organization

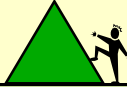

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Ongoing semesters 1 and 2	Speaking and Listening	<p>Comprehension / Collaboration</p> <p>1. Participate effectively in a range of collaborative discussions.</p> <p>a. Be prepared with background knowledge</p> <p>b. Work collaboratively</p> <p>c. Participate in productive classroom discussions</p> <p>d. Respond thoughtfully to diverse perspectives</p> <p>2. Integrate information from diverse media formats</p> <p>3. Evaluate another speaker</p> <p>Presentation of Knowledge and Ideas</p> <p>4. Present information clearly</p> <p>5. Make strategic use of digital media</p> <p>6. Adapt a speech to a variety of contexts and tasks</p>	OBSOLETE	<p>1. a-d Participate in class, small group, and partner discussions. (Ex: think-pair-share, square share, random name drawing, etc.)</p> <p>2. Look, listen, and incorporate information from various sources. (Ex: textbooks, note-taking skills, various presentations, etc.)</p> <p>3. Evaluate a speaker's point of view, reasoning, and use of evidence. (Ex: TED Talks, peer discussions and speech evaluations, critical reasoning, etc.)</p> <p>4. Present information for audience understanding. (Ex: small group whiteboard presentations, various speeches</p> <p>5. Use digital media to enhance understanding. (Ex: Prezi, PowerPoint, student-produced movies, blogs, etc.)</p> <p>6. Adapt speech to meet the needs of different audiences. (Speaking skills.)</p>	<p>Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)</p>	<p>body language; voice; use of evidence; opposing perspectives; rhetoric; ideas; summary</p>



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Ongoing semesters 1 and 2	Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	OBSOLETE	Identify subjects, predicates, phrases, and clauses Identify prepositional phrases Parallel structure in clauses and phrases Sentence Variety (for interest) Comma: After introductory words, clauses, and phrases A pair to set off nonessentials No comma for essentials To shift between main discourse and quotation Apostrophes: (reinforce previous year) plurality Semicolons and colons (reinforce previous year) Parentheses Spelling Pronoun agreement: (reinforce previous year) Singular pronouns (everyone, nobody, etc.)	Think-Pair-Shares; Talk-Alouds; KWL; LINK; Annotation; Journals; Graphic organizers; QAR; Final Word; Abstracts; Classroom discussion (see Speaking and Listening standards.)	parts of speech; subject-verb agreement; pronoun-antecedent agreement; parallelism; synonyms and antonyms; punctuation; point of view (person); comma usage

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		6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.		<p>Relative, demonstrative pronouns and restrictive/non-restrictive usage: i.e. who, whom, that, which, whose, this, that, these, those, it</p> <p>Subject-verb agreement: (reinforce previous year) compound subject separated by “or”, “nor”, and “and”. Ignoring intervening clauses and phrases</p> <p>Indefinite pronouns: some are always singular, some are always plural, and some can be either depending on the usage</p> <p>Verb forms and voice: Edit writing for verb tense or form consistency, as appropriate Revise inappropriate shifts in verb tense Edit weak use of verbs “have” vs. “of” for present-perfect formation (perhaps contraction problems)</p> <p>Homophones: (reinforce previous year)</p> <p>Vocabulary: (reinforce previous year)</p> <p>Figurative language: (reinforce previous year)</p>		