Milford Public Schools Curriculum

Department: English Language Arts
Course Name: English 2

UNIT 1

Unit Title: Finding Yourself through Personal Challenges
Unit Description: This unit introduces students to the idea of personal challenges. Students will begin to understand that personal challenges can be influenced through different factors such as environment, culture, gender, age, race, etc. Skills in this unit include dramatic elements, point of view, theme, and text features.

LEARNING GOALS

Enduring Understanding(s):

- The choices that individuals make affect how they live their lives.
- Reading is a way to explore personal challenges and build understanding of the many dimensions of human experience.
- The author makes intentional word choices that are designed to produce a desired effect on the reader.
- Elements such as environment, religion, age, gender, race, occupation, etc. impact the challenges that one may face.
- The consequences of past decisions help you learn from your mistakes.

Essential Question(s):

- How can a person's decisions or actions change his or her life?
- What importance does word choice play on an author's work?
- Why are we held accountable for the decisions we make?
- How do readers critically examine texts?

Content and Skills:
Students will be able to:

- Define and interpret theme by creating his/her own theme statement.
- Identify the point of view and determine its impact on the story.
- Understand that writers use a character's motivation, desire, loyalty, actions and interactions with others to advance the plot and develop theme.
- Understand that conflict often leads to character growth and learning.
- Effectively integrate quotations in their writing strengthens the essay.
- Write a strong thesis statement for a literary analysis essay.
- Write an effective introduction that starts from a general point and narrows its focus in the thesis.
- Write in the MLA format for essays.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RL.9-10.3
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.
CCSS.ELA-Literacy.W.9-10.1.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.
CCSS.ELA-Literacy.W.9-10.2.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.

UNIT 2

Unit Title: Poetry, Puritans, and Purpose in the New World
Unit Description: Adults read and write more informational texts than any other kind of text.
Readers glean a fuller, more complete account of people and events when reading varied and multiple sources. Who defines American identity and how has this changed over time? What ideals, philosophical and legal, underlay the competing conceptions of what it means to be American? This unit explores the concept of "the Early American Experience" as a means to have students grapple with the questions revolving around early American identity. Students are pushed to work through the complexities of American identity by looking at a mix of informational, historical, and literary texts.
Finally this unit emphasizes skills which are authentic to students' lives. The first is an authentic, collaborative research component. Throughout their lives people conduct research although they may not call it that. We live in an information age and making most major purchases (car, college, house etc.) almost always includes "checking it out" in advance. In doing this, we actually choose our purpose, formulate and narrow our own "research questions," evaluate sources for reliability, and then synthesize that information to make a decision. Additionally, presentation of our ideas has become more complex in today's world. An effective presentation (interviewing for a job, workplace reports etc.) requires more than just saying words. Many situations require full communication and integrating visual and technological components with our words is more common. Students will demonstrate the ability to work in groups, connecting ideas from American Literature, foundational US documents and American History to develop a group understanding of "The Early American Experience."

LEARNING GOALS

Enduring Understanding(s):

- Reading expands an individual's knowledge base when it is incorporated into a mental model of how/why something works (or doesn't).
- Genre influences the way readers engage with and interpret a text.
- Authors employ structures, language information, and images to elicit an intended response from the reader.
- What we read affects how we make sense of the world.

Essential Question(s):

- What do effective readers do?
- What do effective writers do to create effective writing?
- How does the close reading and analysis of fiction and nonfiction texts help individuals construct their understanding of reality?
- Does objectivity truly exist?
- How does the poet communicate to the reader?
- How do authors use specific words or figurative language to create tone within the text?

| | • How does analyzing poetic elements facilitate understanding and interpretation? |

Content and Skills:
Students will be able to:

- Recognize that authors write with bias.
- Recognize that authors use specific and intentional diction, structure, and point of view to convey their purpose.
- Read multiple sources from multiple points of view to create a complete picture of a person or event.
- Recognize that authors write for specific purposes and audiences.
- Study how poets express a variety of human emotions and experiences through their writing.
- Identify characteristics of popular poetic structures, devices, and how they are used to provide insight into human experiences:
    - the qualities of a well written poem in order to critically evaluate each.
    - symbolism can communicate the poems experience.
    - choices in diction serve to communicate the poem's experience.
    - poems have real world applications.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
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.
CCSS.ELA-Literacy.RL.9-10.9
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).
CCSS.ELA-Literacy.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2
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.
CCSS.ELA-Literacy.RI.9-10.7
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.
CCSS.ELA-Literacy.W.9-10.6
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.
CCSS.ELA-Literacy.W.9-10.7
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.

CCSS.ELA-Literacy.W.9-10.8
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.

CCSS.ELA-Literacy.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.4
Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CCSS.ELA-Literacy.L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

CCSS.ELA-Literacy.L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

UNIT 3

Unit Title: The Romantic Tradition
Unit Description: This is a skill-driven unit that can use any texts that mirror American Romantic literature , but *different mediums and genres of texts can be used,* including a piece of fiction, nonfiction, or film. By the end of the unit, students will write a literary analysis on a short story they have not read previously.
This unit focuses on the narrative pace and structure of short story, including how the Romantic ideals shaped literature of that time. Students will examine the role point of view, tone, mood, and symbolism play in the development of the short story and draw parallels between the themes of the stories and students' personal observations and experiences.

LEARNING GOALS

Enduring Understanding(s):	**Essential Question(s):**
• Authors employ structures, language information, and images to elicit an intended response from the reader	• What makes this text enduring?
• A story has a theme which ties into the author's overall purpose	• How does a body of literature reflect the period of time that it is written in?
• Short stories reflect experiences in the world and help readers relate to their lives and to other texts.	• How does the author manipulate the elements of a short story to communicate an experience effectively?

Content and Skills:
Students will know:

Characteristics of a short story and how they are used to develop theme:
- The qualities of a well written short story in order to critically evaluate each.
- Symbolic representations can develop the theme.
- The choices in diction serve to develop the story's meaning.
- How to identify point of view and how to determine its effects on the story.
- Meanings of stories have real world applications.
- Passive voice weakens the strength of writing.
- Parallel structure is an effective rhetorical device.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.4
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).
CCSS.ELA-Literacy.RL.9-10.6
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.
CCSS.ELA-Literacy.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.4
Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
CCSS.ELA-Literacy.RI.9-10.6
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.
CCSS.ELA-Literacy.W.9-10.1
Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
CCSS.ELA-Literacy.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.9-10.1.b
Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
CCSS.ELA-Literacy.L.9-10.5.a
Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

UNIT 4

Unit Title: Transcendence
Unit Description:

Students will study the concept of transcendentalism and its relevance to today's world. Have our lives become too complex? Does society need laws to run effectively, efficiently and justly? "What law ever made man free? Men have got to make the law free. And if a law is wrong by Heaven, it's the duty of a man to stand up and say so." –Thoreau. Comprehending the roots of transcendental ideology and what it proposes will help students develop an understanding of an alternative approach to and point of view about life which stands in contrast with the modern, materialistic one common in the world in which we live.

LEARNING GOALS

Enduring Understanding(s):

- Historical context (relevant social, literary, or political context) may influence authors of the time period.
- Writers use specific strategies to convey meaning.
- Different types of authority (religious, governmental, political, social, familial, cultural, and educational) have influence.
- New England Transcendentalism was a religious, philosophical, and literary movement that began to express itself in New England in the 1830s and continued through the 1840s and 1850s.
- Transcendentalism is not simple to define as it encompasses complex philosophical and religious ideas.

Essential Question(s):

- What is our individual responsibility to others and to society as a whole?
- How does our interaction with nature shape who we are?
- When should individuals be trusted to decide what's best for themselves?
- Why and how has life become so complex? What are the positive and negative aspects of this complexity?

Content and Skills:
Students will be able to:

- Cite strong and thorough textual evidence to support analysis of what the text explicitly says as well as draw inferences from the text
- Analyze excerpts from writings of famous transcendentalists (Emerson and Thoreau) in order to understand the concept of Transcendentalism
- Compare and contrast how two or more texts from the same period treat similar themes/topics.
- Write informative/explanatory texts (informal and formal, i.e. journals, poems, essays, etc.) using a variety of rhetorical modes in order to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Draw evidence from literary or informational texts to support analysis, reflection, and research.
- Initiate and participate effectively in a range of collaborative discussions with diverse partners on topics, texts, and issues, building on others' ideas and expressing one's own persuasively and effectively.
- Differentiate in writing style/format between an argument and a persuasive essay.
- Engage in historical research to build context.
- Analyze authors' use of: rhetorical questioning, simple stand alone sentences, imagery, symbolism, personal anecdotes, metaphors, similes, call to action/plea, admission of fault or imperfection, storytelling techniques, cause and effect, and points of view.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.9
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).
CCSS.ELA-Literacy.RI.9-10.2
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.
CCSS.ELA-Literacy.RI.9-10.6
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.
CCSS.ELA-Literacy.W.9-10.7
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.
CCSS.ELA-Literacy.SL.9-10.1.c
Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
CCSS.ELA-Literacy.SL.9-10.1.d
Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

UNIT 5

Unit Title: Bildungsroman**:** Life is a Journey
Unit Description: This is a skill-driven unit that can use any texts that mirror the bildungsroman, but *different mediums and genres of texts can be used,* including but not limited to pieces of fiction, nonfiction, or film. By the end of the unit, students will participate in a Socratic seminar that exemplifies the structure of the bildungsroman.
This unit focuses on the narrative pace and structure of a bildungsroman in literature and film, including how a journey can shape a person or character as well as build tension and surprise for the reader. Students will examine the role adversity and conflict play in one's life and in some exercises will draw parallels between the bildungsroman and their own lives.

LEARNING GOALS

Enduring Understanding(s):	**Essential Question(s):**
• The struggles of the human condition remain constant. • What we read affects how we make sense of the	• How does literature, both the reading and writing of it, as well as other forms of artistic communication, reflect and bring meaning to the

world.
- In particular, reading can help to make sense of the passage into adulthood and to make sense of life issues such as death, the existence of evil, conflict, etc.
- As we search for identity we learn about the effect of prejudice and stereotyping.

journey of life?
- What role does society play in shaping who we are?
- What are some universal elements of the passage to adulthood?

Content and Skills:
Students will be able to:

- Explore artistic expression (literature, art, music, film) helps to "give voice" to the passage of life and brings meaning and insight to the journey.
- Understand that "coming of age" means accepting ambiguity—that there are no clear cut answers of character or of situation.
- Identify how artists use skills and tools specific to their medium to communicate with their audiences.
- Identify how authors are influenced by society and their relationships.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.3
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.
CCSS.ELA-Literacy.RL.9-10.5
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.
CCSS.ELA-Literacy.RL.9-10.7
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 Landscape with the Fall of Icarus).
CCSS.ELA-Literacy.RI.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RI.9-10.2
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.
CCSS.ELA-Literacy.RI.9-10.5
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).
CCSS.ELA-Literacy.RI.9-10.10
By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.
CCSS.ELA-Literacy.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

CCSS.ELA-Literacy.W.9-10.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.W.9-10.5

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.

CCSS.ELA-Literacy.W.9-10.6

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.

CCSS.ELA-Literacy.W.9-10.8

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.

CCSS.ELA-Literacy.SL.9-10.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-Literacy.SL.9-10.4

Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

CCSS.ELA-Literacy.L.9-10.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-Literacy.L.9-10.1.a

Use parallel structure.*

CCSS.ELA-Literacy.L.9-10.1.b

Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

UNIT 6

Unit Title: American Dream

Unit Description: It is important for students to be able to analyze a writer's central idea so that they are able to make more informed decisions regarding writers point of view. This gives students purpose when reading, which in turn improves their reading skills and allows students to access the knowledge they need in order to advance in society whatever the mode of writing. This unit suggests learning activities that target specific CCSS standards. However, teachers are free to substitute alternative learning activities as long as the new activities support the standards that the suggested activities target. The materials are not centered around one theme, but rather many different kinds. This will expose students to a wide variety of themes. This unit is not about a certain theme, but rather the skills of deciphering them. However, if teachers would like to have students compare and contrast similar themes and the writers treatment of them, these resources have been included as well.

LEARNING GOALS

Enduring Understanding(s):

- Writers select appropriate methods to substantiate ideas.
- A country's literature reflects the history and values of its people.
- The struggles of the human condition remain constant.
- What defines the "American Dream" has changed over time.

Essential Question(s):

- How do the literary conventions and devices an author uses contribute to the meaning of the literature?
- What are the individual, social, cultural, and historical influences on American literature?
- What is the "American Dream" and is it attainable?
- What remains constant about the human condition or what do these novels say about people in general?
- How does the historical context of when a text was written, or the historical setting of the narrative, affect current readers' interpretations?
- To what extent are characters disillusioned, or unsatisfied with their lives (e.g., their relationships, employment, social status, wealth, families, personal histories, etc.)?

Content and Skills:
Students will be able to:

- Explain how historical/social events affect the human condition.
- Identify how symbols contribute to the reader's understanding of the plot of a novel.
- Explore how the American Dream represents the social, economic, and literary ideal that suggests that position, wealth, and power can be attained by anyone through hard work.
- Analyze how potential conflicts arise when one person's reality is another's person's illusion.
- Identify how the author uses literary devices to convey meaning.
- Use effective transitions (both internal and external) in formal writing.

Standards Addressed:
Connecticut Core Standards:

CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
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.
CCSS.ELA-Literacy.RL.9-10.3
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.
CCSS.ELA-Literacy.RL.9-10.4
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).
CCSS.ELA-Literacy.RL.9-10.6
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.
CCSS.ELA-Literacy.RL.9-10.10
By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
CCSS.ELA-Literacy.RL.9-10.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
CCSS.ELA-Literacy.RL.9-10.2
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.
CCSS.ELA-Literacy.RL.9-10.3
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.
CCSS.ELA-Literacy.RL.9-10.4
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).
CCSS.ELA-Literacy.RL.9-10.5
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.
CCSS.ELA-Literacy.RL.9-10.6
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.
CCSS.ELA-Literacy.W.9-10.2
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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.2.d
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.W.9-10.2.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.
CCSS.ELA-Literacy.W.9-10.4
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-Literacy.W.9-10.6
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.
CCSS.ELA-Literacy.W.9-10.7
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.
CCSS.ELA-Literacy.W.9-10.8
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.
CCSS.ELA-Literacy.SL.9-10.1
Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
CCSS.ELA-Literacy.L.9-10.1
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-Literacy.L.9-10.2
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-Literacy.L.9-10.6
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.