



English 10 – Part 2

Michigan State ELA Content Expectations

Course Description

This course continues to enhance and refine the skills learned in English 9 through literature, grammar, and composition. Throughout the course time is spent on a research paper, various parts of speech and grammar, reading and comprehension, poetry, and various literary works. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays..

Text Book

Beers, Kylene, and Lee Odell. *Elements of Literature: Fourth Course*. Austin: Holt, Rinehart and Winston, 2005.

Odell, Lee, Richard Vacca, Renee Hobbs et. al. *Elements of Language: Fourth Course*. Austin: Holt, Rinehart and Winston, 2004

Unit 1 Description

This course continues to enhance and refine the skills learned in English 9 through literature, grammar, and composition. Throughout the course time is spent on a research paper, various parts of speech and grammar, reading and comprehension, poetry, and various literary works. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Essential Content and Skills

The learner will:

- Analyze informational materials and explain how author used the materials to achieve their purpose
- Locate various resources to further comprehension before reading

Course Name - Part

Michigan State Curriculum Content Standards (continued)

- Identify, describe, evaluate and synthesize, ideas in a text
- Establish a reading vocabulary
- Understand and apply vocabulary
- Demonstrate, after reading, an understanding of the material
- Produce work in one literary genre that follows the conventions of the genre
- Read and understand essential content of informational texts and documents

Unit 1 Michigan State Content Expectations

[Click here to view the Michigan DOE Curriculum Content Standards.](#)

Unit 1 Lesson 1: Contents of the Dead Man's Pocket

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Unit 1 Lesson 2: The Leap

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 3: Through the Tunnel

State Standard	Description
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Unit 1 Lesson 4: Literary Analysis

State Standard	Description
CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing) Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.1.4	

Unit 1 Lesson 5: Mid-Unit Review

State Standard	Description
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 6: The Storyteller

State Standard	Description
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.

Unit 1 Lesson 7: The Masque of the Red Death

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author’s work.

Unit 1 Lesson 8: Cold War

State Standard	Description
CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 2.3.4	Critically interpret primary and secondary research-relate documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 1 Lesson 9: The Pedestrian

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Unit 1 Lesson 10: The Cold Equations

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Description

This course continues to enhance and refine the skills learned in English 9 through literature, grammar, and composition. Throughout the course time is spent on a research paper, various parts of speech and grammar, reading and comprehension, poetry, and various literary works. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Essential Content and Skills

The learner will:

- Locate information using appropriate sources and strategies.
- Organize, summarize, and present the main ideas from the research.

Unit 2 Michigan State Content Expectations

Unit 2 Lesson 1: Introductions to Career Project

State Standard	Description
CE 1.4.1 CE 1.4.2	Identify, explore, and refine topics and questions appropriate for research Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). Research

Unit 2 Lesson 2: Introduction to Research

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

Unit 2 Lesson 3: Finding Resources

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Research

Unit 2 Lesson 4: Research

State Standard	Description
CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications. Research

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 5: Progress Report

State Standard	Description
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.6	

Unit 2 Lesson 6: Preparing for the Job Shadow

State Standard	Description
CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research

Unit 2 Lesson 7: Job Shadow

State Standard	Description
CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion Research

Unit 2 Lesson 8: Rough Draft

State Standard	Description
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.3.2	
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). Research

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 2 Lesson 9: Integrating Research to Rough Draft

State Standard	Description
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. Research

Unit 2 Lesson 10: Final Draft

State Standard	Description
CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). Research

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Description

This course continues to enhance and refine the skills learned in English 9 through literature, grammar, and composition. Throughout the course time is spent on a research paper, various parts of speech and grammar, reading and comprehension, poetry, and various literary works. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Essential Content and Skills

The learner will:

- Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Demonstrate fluency and comprehension in reading.
- Read and understand works of literature.
- Read and respond to nonfiction and fiction including poetry and drama.
- Maintain a written record of activities, course work, experience, honors and interests.

Unit 3 Michigan State Content Expectations

Unit 3 Lesson 1: The 1930s

State Standard	Description
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

Unit 3 Lesson 2: To Kill a Mockingbird 15-50

State Standard	Description
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

Unit 3 Lesson 3: To Kill a Mockingbird 50-89

State Standard	Description
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
CE 3.1.8	Demonstrate an understanding of historical, political, cultural and philosophical themes and questions raised in literary and expository works

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 4: To Kill a Mockingbird 89-127

State Standard	Description
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

Unit 3 Lesson 5: Mid-Unit Review

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

Unit 3 Lesson 6: To Kill a Mockingbird 127-155

State Standard	Description
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

Unit 3 Lesson 7: To Kill a Mockingbird 155-190

State Standard	Description
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

Unit 3 Lesson 8: To Kill a Mockingbird 190-217

State Standard	Description
CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 3 Lesson 9: To Kill a Mockingbird

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

Unit 3 Lesson 10: To Kill a Mockingbird 247-281

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Description

This course continues to enhance and refine the skills learned in English 9 through literature, grammar, and composition. Throughout the course time is spent on a research paper, various parts of speech and grammar, reading and comprehension, poetry, and various literary works. Strategies for strengthening vocabulary and grammar skills will be examined and practiced. The student will display a mastery of these concepts through various learning activities and assessments such as tests, quizzes, journals, projects and essays.

Essential Content and Skills

The learner will:

- Use knowledge of root words and words from literary works to recognize and understand the meaning of new words during reading. Use these words accurately in speaking and writing.
- Identify, describe, evaluate and synthesize the essential ideas in text. Assess those reading strategies that were most effective in learning from a variety of texts.
- Demonstrate after reading understanding and interpretation of both fiction and nonfiction text, including public documents.
- Demonstrate fluency and comprehension in reading.
- Read and understand works of literature.
- Read and respond to nonfiction and fiction including poetry and drama.
- Maintain a written record of activities, course work, experience, honors and interests.
- Write persuasive pieces.
- Write complex informational pieces (e.g., research papers, analyses, evaluations, essays).
- Write with a sharp, distinct focus.
- Write using well-developed content appropriate for the topic.
- Write with controlled and/or subtle organization.
- Edit writing using the conventions of language.

Unit 4 Michigan State Content Expectations

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 1: The Sword in the Stone

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

Unit 4 Lesson 2: Sir Lancelot du Lake

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.

Unit 4 Lesson 3: Theseus

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 4: Sigurd the Dragonslayer

State Standard	Description
CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.

Unit 4 Lesson 5: Mid-Unit Review

State Standard	Description
CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

Unit 4 Lesson 6: Persuasive Writing

State Standard	Description
CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

Course Name - Part

Michigan State Curriculum Content Standards (continued)

Unit 4 Lesson 7: Informative Writing

State Standard	Description
CE 1.4.1 CE 1.4.2 CE 1.4.3	Identify, explore, and refine topics and questions appropriate for research Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations). Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).

Unit 4 Lesson 8: Narrative Writing

State Standard	Description
CE 1.1.4 CE 1.2.3	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre. Write, speak, and create artistic representations to express personal experience and perspectives (e.g., diary, journal writing, portfolio self-assessment).

Unit 4 Lesson 9: Intro to Film Study

State Standard	Description
CE 1.5.2 CE 2.1.8	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

Unit 4 Lesson 10: Film Study

State Standard	Description
CE 1.5.2 CE 2.1.8 CE 3.4.1	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology. Recognize the conventions of visual and multimedia presentations (e.g. lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages. Use methods of close and contextual; reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.