

10th Grade English Curriculum Map

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UNIT TITLE/ ESSENTIAL QUESTION	Unit Timeline	UNIT SKILLS AND CONTENT (Skills should be identified from core content skills identified in Vertical Planning)	CORE TEXTS AND MATERIALS	FORMATIVE & SUMMATIVE ASSESSMENTS	CRSE ALIGNMENT	COMMON CORE/CONTENT STANDARDS
<p>Unit 1: Exploring Identity through Poetry <u>NEW VISIONS (MODIFIED)</u></p> <p>Introducing yourself: Who am I and what elements of poetry allow me to craft unique self-expression?</p>	<p>September 8th-October 14th</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Craft a personal narrative poem based on George Ella Lyon’s “Where I’m From” ❖ Identify explicit and implicit-Literary Devices, Text-based evidence in appropriately complex texts and use their evidence to support their ideas in essay writing and discussion. ❖ Identify the difference between Central Idea and Theme ❖ Form a basic understanding of how to interpret/summarize texts ❖ Identify the rhyme scheme of poems and how they impact the structure of the poem 	<ul style="list-style-type: none"> ❖ <u>New Visions Symbolism Analysis</u> (MODIFIED) ❖ Run Like Hell, Elizabeth Gilbert on Ruth Stone, poet ❖ Where I’m From, George Ella Lyon ❖ “Firework” Katy Perry (simile and metaphor) ❖ “Wings” by Macklemore (allusion) ❖ “Believer” Imagine Dragons (personification) ❖ Annabel Lee-Edgar Allen Poe (thematic message) w ❖ Gwendolyn Brooks ❖ Marianne Moore ❖ Muriel Rukeyser ❖ Walt Whitman ❖ Emily Dickinson ❖ Maya Angelou ❖ Langston Hughes ❖ Pablo Neruda ❖ Ginger Andrews 	<ul style="list-style-type: none"> ❖ Write a personal narrative poem based on “Where I’m From” by George Ella Lyon ❖ Annotation of poems to identify poetic devices/me anings ❖ Student led discussions ❖ Use rubrics and checklists for self-assess ment of participatio n in discussion. <p>Final Poetry Product- Write a poem, song, or rap introducing a clear theme, and using a predetermined amount of literary</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> ● Engage in discussion using prior experiences and knowledge. ● Promote discussion with peers in a respectful manner. ● Collaborate with peers to complete various assignments and projects. 	<p>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.</p> <p>L.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.</p> <p>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.</p>

			<ul style="list-style-type: none"> ❖ Rupi Kaur (a kid fave) ❖ WH Auden ❖ https://poets.org/anthology/poems-identity-teachers?utm_medium=email&utm_campaign=Teach%20This%20Poem%20%20June%2026&utm_content=Teach%20This%20Poem%20%20June%2026%20CID_33c7bf419c1bac6f1cdb5be2bbf196f9&utm_source=Email%20from%20Campaign%20Monitor&utm_term=a%20collection%20of%20poems%20about%20identity ❖ 	<p>devices introduced in the unit. Plus 2-3 reflection paragraphs doing literary analysis of their own work.</p>		
<p>Unit 2: PBL Unit Identifying a local issue to remedy (school based or neighborhood based)</p> <p>NEW VISIONS JOURNAL WRITING-Modified</p> <p>How can participating in collective action improve my community?</p>	<p>October 17th-November 18th</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ● Identify an authentic problem in their school community or neighborhood ● Use research skills to explain the problem and possible solutions to their peers and community ● Write a persuasive script arguing their position ● Use digital media to present their ideas 	<ul style="list-style-type: none"> ● Teacher provided resources for student research ● Teacher Provided models/exemplars of what finished product should include 	<ul style="list-style-type: none"> ● Script ● Peer Assessment <p>Final Product: PSA Students will create a PSA in groups either video or print to promote a solution to the issue of their choosing and bring awareness to our school community/neighborhood.</p>	<ul style="list-style-type: none"> ● Engage students in youth participatory action research that empowers youth to be agents of positive change in their community. ● Take ownership of the physical space and learning environment in the school community, welcoming others, taking on leadership 	<p>9-10SL4: Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p>9-10SL5: Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p>

					<p>roles as school ambassadors, and creating and engaging in activities that improve the school climate and culture for students of diverse backgrounds.</p> <ul style="list-style-type: none"> • Promote the group’s success and support the participation of everyone in the learning task. • Take responsibility for one’s role in group activities, balancing group and individual accountability. 	
<p>Unit 3: PBL Unit 1</p> <p>New Visions-Modified https://docs.google.com/document/d/16pEDaRtR52j3A-MShApIKBq8xlioGF_FYE2xqCvITow/edit?usp=sharing</p> <p>Dystopian Fiction- “Can a perfect society ever be achieved? Why do we crave perfection in society, and what can we learn from our failures (real or imagined) to achieve it?”</p>	<p>November 21st- December 23rd</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the central idea of an appropriately complex text individually. ❖ Use a central idea to identify the theme with teacher support and synthesize evidence from an appropriately complex text to support the theme. ❖ Present clear reasoning for evidence they choose from appropriately complex literary and informational texts mostly read in class with teacher support to support claims in written pieces. 	<ul style="list-style-type: none"> ❖ “There will come soft rains” by Ray Bradbury ❖ Harrison Bergeron by Kurt Vonnegut ❖ Episode from “Community” Meow Meow Beans (as an alternative to Nosedive) ❖ The Lottery by Shirley Jackson ❖ Technology/Social Media articles showcasing pros and cons 	<ul style="list-style-type: none"> ❖ Annotation of fiction passages ❖ Student led discussions ❖ End of unit test ❖ Exit tickets ❖ Writing Tasks ❖ Use rubrics and checklists for self-assessment of participation in discussion 	<p>In this unit students will:</p> <ul style="list-style-type: none"> • Engage in discussion using prior experiences and knowledge. • Promote discussion with peers in a respectful manner. • Collaborate with peers to complete various assignments and projects. • Have opportunities 	<p>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.</p> <p>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).</p> <p>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.</p>

			❖ (hmh graphic Organizers)	Final Product- Students will create their own dystopian society	es to choose alternate assignments where needed to promote success in their learning. <ul style="list-style-type: none"> Use feedback from teachers and peers to reflect on progress. 	
<p>Unit 4: Evaluating & Writing Arguments Should the U.S. enforce stricter Immigration laws?</p> <p>NEW VISIONS ARGUMENT EXPLODING ARGUMENT SENTENCE STRUCTURE</p>	January 3rd-February 3rd	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Write clear and thorough claims based on information synthesized from appropriately complex texts that clearly establishes a position to present an argument. ❖ Develop a thesis statement. ❖ Present clear reasoning for evidence they choose from appropriately complex literary and informational texts mostly read in class with teacher support to support claims in written pieces. 	<p>Articles/Research on Immigration in the U.S. https://drive.google.com/drive/folders/1G0l4NrwyjAhFvsbLBOUluCVU913p02wu (Arrest Rates of Immigrants)</p> <p>https://drive.google.com/drive/folders/1G0l4NrwyjAhFvsbLBOUluCVU913p02wu Money collected from undocumented immigrants</p> <p>https://drive.google.com/drive/folders/1bPU_QNZy_rkT8oyMIOfKLHj95MwjUGbd7 Option 1-Welcome Immigrants Article</p> <p>https://drive.google.com/drive/folders/1z_t2uTde1gJb13exJDN1Ah20h7BCISR Option 2- Enforce the law be fair to those who follow the rules</p>	<ul style="list-style-type: none"> ❖ Discussing key questions and topics during the unit. ❖ Journal Responses to ideas presented during reading. ❖ Examining Assimilation vs Acculturation ❖ Film Reaction <p>Formative Assessment: https://my.hrw.com/content/hmof/language_arts/hmhcollections2017/resources/gr10/collection_resources/lt15_c01_as_001.pdf</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> Engage in discussion using prior experiences and knowledge. Promote discussion with peers in a respectful manner. Collaborate with peers to complete various assignments and projects. Have opportunities to choose alternate assignments where needed to promote success in their learning. 	<p>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.</p> <p>W.9-10.3a-Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>LS.9-10.1a-Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>

			<p>https://drive.google.com/drive/folders/1qu8EmepSrQx9edrkk2xMVjh9DOukn_du Option 3 (Both sides)</p> <p>Interactive Lesson: (What is a claim?" https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr10/digital_lessons_9780544154087/lit_dlo_g10_01_02/index.html)</p> <p>Interactive Lesson: Supporting Reasons and evidence https://my.hrw.com/content/hmof/language_arts/hmhcollections/resources/gr10/digital_lessons_9780544154087/lit_dlo_g10_01_03/index.html</p> <ul style="list-style-type: none"> ❖ (hmh graphic Organizers) https://my.hrw.com/la3/la09/student/minisites/igo/index.htm 	<p>Final Product:</p> <p>Students will craft an argumentative essay that uses evidence to support claims.</p>		
<p>Unit 5: Islamic Revolution</p> <p>PBL UNIT 2: How does the experience of an individual living through imperialism</p>	<p>February 6th-March 17th</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Write clear and thorough claims based on information synthesized from appropriately complex texts that clearly 	<ul style="list-style-type: none"> ❖ <i>Persepolis</i> by Marjane Sartrapi https://rhinehartadvance.denglish.weebly.com/uploads/2/2/1/0/22108252/th-e-complete-persepolis-by.pdf 	<ul style="list-style-type: none"> ❖ Informal written reactions to the text. ❖ Various group activities and seminars 	<p>In this unit students will:</p> <ul style="list-style-type: none"> • Engage in discussion using prior experiences and knowledge. • Develop an understanding 	<p>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.</p> <p>W.9-10.2.a Introduce a topic; organize complex ideas, concepts, and</p>

<p>shape their lives and others around them?</p>		<p>establishes a position to present an argument.</p> <ul style="list-style-type: none"> ❖ Present clear reasoning for evidence they choose from appropriately complex literary and informational texts mostly read in class with teacher support to support claims in written pieces. ❖ identify explicit and implicit (Literary and rhetorical devices) Text-based evidence in appropriately complex texts and use their evidence to support their ideas in essay writing and discussion 	<ul style="list-style-type: none"> ❖ NEW VISIONS-TEXT ANALYSIS (MODIFIED) ❖ Nonfiction articles about the Islamic Revolution ❖ Short videos showcasing events during the islamic revolution. https://www.youtube.com/watch?v=SJzuRf3Pyjk&t=72s ❖ Edpuzzle Video assessments (hnh graphic Organizers) https://my.hrw.com/la3/la09/student/minisites/igo/index.htm 	<ul style="list-style-type: none"> ❖ Teacher created regents-based exams. ❖ Vocabulary quizzes. ❖ Essay analyzing the use of allegory to explore world issues in the text and in general. ❖ Use rubrics and checklists for self-assessment of participation in discussion <p>Final Product- Students will create a perspective placing themselves in the shoes of someone who has been through imperialism. They will choose from a personal narrative, graphic novel or fictional story.</p>	<p>g diversity of perspectives and experiences</p> <ul style="list-style-type: none"> ● Collaborate with peers to complete various assignments and projects. ● Choose how they want to create their projects by looking at personal experiences during imperialism. 	<p>information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>W.9-10.4-Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p>Unit 6: The Holocaust & World War II</p> <p>How much control do we as individuals have over our own lives?</p>	<p>March 20th-April 21st</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Present clear reasoning for evidence they choose from appropriately complex literary and informational texts mostly read in class with teacher support to support claims in written pieces. ❖ Identify the central idea of an appropriately complex text individually. ❖ identify explicit and implicit (Literary and rhetorical devices) Text-based evidence 	<ul style="list-style-type: none"> ❖ NEW VISIONS MODIFIED-FOUR QUESTIONS PROTOCOL ❖ Night By Elie Wiesel https://www.wes-tada.org/cms/lib/ID01904074/Centricity/Domain/2311/NIGHT-FULL-TEXT-PDF.pdf ❖ Clips from Holocaust Films 	<ul style="list-style-type: none"> ❖ Informal written reactions to the text. ❖ Teacher created regents-based exams. ❖ Vocabulary quizzes. ❖ Inter-disciplinary activity (history): Assignment relating to the Holocaust and World War 2. <p>Final Product: Students will produce an expository</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> ● Take field trips to community-learning sites, such as museums, parks, cultural centers, neighborhood recreational centers, and 	<p>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.</p> <p>RL.9-10.3-0Analyze 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>W.9-10.4-Produce clear and coherent writing in which the development, organization,</p>

		<p>in appropriately complex texts and use their evidence to support their ideas in essay writing and discussion.</p>	<ul style="list-style-type: none"> ❖ (hnh graphic Organizers) https://my.hrw.com/la3/la09/student/minisites/igo/index.htm ❖ Field Trip Virtual or In Person to NY Holocaust Museum 	<p>essay describing the aspects of the Holocaust that are present in the novel.</p>	<p>community centers, to foster students' cultural understanding and connection to the surrounding community</p> <ul style="list-style-type: none"> ● Engage in discussion using prior experiences and knowledge. ● Promote discussion with peers in a respectful manner. ● Collaborate with peers to complete various assignments and projects. ● Have opportunities to choose alternate assignments where needed to promote success in their learning. 	<p>and style are appropriate to task, purpose, and audience.</p> <p>W.9-10.9.a-Apply <i>grades 9-10 Reading standards</i> 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>
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<p>Unit 7: Otherness: All American Boys Whose voices does the dominant narrative promote and whose voices does it leave out? What are the consequences of marginalizing some stories and promoting others?</p>	<p>April 24th-May 26th</p>	<ul style="list-style-type: none"> Analyze character development Analyze narrator point of view Analyze the relationship between plot and character development Determine thematic message in the text Interact with text that highlights traditionally marginalized perspectives and voices Draw connections between fictional text and real world social issues/current events 	<ul style="list-style-type: none"> Danger of a Single Story Chimimanda Ngozi Adiche All American Boys This is America News articles about the Black Lives Matter movement NEW VISIONS MODIFIED-SOCR ATIC SEMINAR PREP 	<ul style="list-style-type: none"> Annotation of assigned readings small group discussions whole class discussion long form reflective writing on annotated passages turn and talks <p>Final Assessment Interview someone (a fellow classmate, a teacher, a family friend, etc. CAN BE ANONYMIZED) facing a social issue that you are not personally facing (something regarding their race, ethnicity, religion, immigration status, gender, sexuality, or disability, etc.) write a short narrative from their perspective on the issue.</p>	<ul style="list-style-type: none"> Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other identities traditionally silenced or omitted from curriculum Continuously learn about implicit bias, with attention to identifying and addressing implicit bias in the school community. Challenge yourself to learn about people, cultures, languages, orientations, abilities, and socioeconomic backgrounds different than your own. 	<p>9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.</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)</p> <p>9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.</p>
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<p>Unit 10: Regents Prep Review the nuts and bolts/practice tests (REGENTS PREP ALIGNMENT-NEW VISIONS)</p>	<p>May 29th-June 13th</p>					
<p>Alternative Identity Unit: Book Clubs</p> <p>What makes people who they are? New Visions Book Circles Modified</p>		<p>Students will be able to:</p> <ul style="list-style-type: none"> • Make text to self, text to text, and text to text connections • They will use Deborah Appleman’s critical lenses to examine the book they are reading from multiple perspectives • They will be able to explain the importance of identity in society and the importance of identity to themselves personally • They will be able to analyze their book for meaning, literary devices, plot, characterization, setting and how those elements lead to an overall thematic message • Students will be able to write a personal narrative about their own identity 	<p>Possible book choices the school already owns:</p> <ul style="list-style-type: none"> • Part Time Indian • i’m Not Your Perfect Mexican Daughter • A Cup of Water Under My Bed • Born a Crime • The Namesake <p>More advanced reader possibilities:</p> <ul style="list-style-type: none"> • Americanah • Between the World and Me <p>Books Ideas we do not have/would need to order</p> <ul style="list-style-type: none"> • Aristotle and Dante Discover the Secrets of the Universe • My Name is Asher Lev • All American Boys • Brown Girl Dreaming • If I Was Your Girl <p>Weekly Book Club Journal & Discussion notes Writing workshops for personal narrative elements</p>	<p>Formative assessment:</p> <p>Checking in on journaling and book club meeting discussions for engagement and depth of conversation</p> <p>Final Product: 2 Parts Each Club makes a presentation about their book (various mediums will be allowed for student choice) Each Student writes their own personal narrative about their identity</p>	<ul style="list-style-type: none"> • Create opportunities for others to join the conversation by asking questions, listening to and acknowledging the opinions of others, and being open minded to peers. • Draw upon your past learning, prior experiences, and the richness of your cultural background to make meaning of new concepts and apply learning on an ongoing basis. <p>-Feature and highlight resources written and developed by traditionally marginalized voices that offer diverse perspectives on race, culture, language, gender, sexual identity, ability, religion, nationality, migrant/refugee status, socioeconomic status, housing status, and other</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>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>9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.</p>

					identities traditionally silenced or omitted from curriculum	
<p>Alternatives: Macbeth Is our fate in our own hands, or is it predestined? or How does the quest for power shape a person's life? or Does a person's ambition determine their success, or does fate?</p>		<p>Students will be able to:</p> <ul style="list-style-type: none"> ❖ Identify the central idea of an appropriately complex text individually. ❖ Use a central idea to identify the theme with teacher support and synthesize evidence from an appropriately complex text to support the theme. ❖ Present clear reasoning for evidence they choose from appropriately complex literary and informational texts mostly read in class with teacher support to support claims in written pieces. 	<ul style="list-style-type: none"> ❖ Macbeth https://hibsenglish.weebly.com/uploads/7/2/3/6/7236232/macbeth_no_fear_script.pdf ❖ Short video clips ❖ (hnh graphic Organizers) https://my.hrw.com/la3/la09/student/minisites/igo/index.htm 	<ul style="list-style-type: none"> ● Use rubrics and checklists for self-assessment of participation in discussion <p>Final Product: Students will write an argumentative essay responding to the essential question.</p>	<p>In this unit students will:</p> <ul style="list-style-type: none"> ● Engage in discussion using prior experiences and knowledge to promote tolerance. ● Promote discussion with peers in a respectful manner. ● Collaborate with peers to complete various assignments and projects. ● Have opportunities to choose alternate assignments where needed to promote success in their learning. 	<p>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.</p> <p>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.</p> <p>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).</p> <p>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)</p>

					<p>create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.7.a-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).</p> <p>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).</p> <p>W.9-10.1.a-e-Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.2.a-f-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>
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						<p>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.</p>
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