**Grade 10 Curriculum Map**

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| **GRADE 10, UNIT 1 : Inside the Nightmare** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: Spooky Business: American Economy  **Discuss It:** Why is Halloween big business? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Explanatory Text  **Launch Text:** My Introduction to Gothic Literature (Lexile 900) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | |
| **Anchor Text (Short Story):**  *The Fall of the House of Usher* by  Edgar Allan Poe  **Anchor Text (Short Story):**  *House Taken Over* by Julio Cortázar  **Media (Informational Graphic):**  *from How to Tell You’re Reading a Gothic Novel—In Pictures* by  Adam Frost and Zhenia Vasiliev | **Performance-Based Assessment Task**  Write an Explanatory Essay  Prompt: How and when does imagination overcome reason?  Language Development: Descriptive Details **Standards: W.2.a-f, W.3, W.3.d, W.4, W.5, W.9, W.9-10** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What is the allure of fear? | **Unit Goals:**  TG p. 4   * Evaluate written narratives by analyzing how authors introduce and develop the events in their writing. **RL.5** * Expand Knowledge and use of academic and thematic vocabulary. **RL.4** * Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit. **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning **W.7** * Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations. **L.5,L.5.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.1, RL.4, RL.5, RL.6, RL.9-10 | **Reading Informational Text**  RI.5.a, RI.4 | **Speaking & Listening**  SL.2, SL.4, SL.5 | **Language**  L.1, L.1.b, L.4.b, L.5, L.5.b | **Writing**  W.2, W.5, W.9, W.9.a | **NOTES:** |

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| **UNIT 1 Whole-Class Learning GRADE 10 Inside the Nightmare** | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 3-7** | | | | | | |
| **The Fall of the House of Usher:**  **TG p. 12-35** | **Close Read**  TG p. 13: Analyze Mood  TG: p. 14: Mark words that relate to imagination or alternate reality  TG: p. 17: Note words that mark the absence of color and force  TG: p. 19: Look for dashes and parenthesis  TG: p. 21: Analyze mood  TG: p. 22: Analyze details  TG: p. 24: Mark words that relate to physical actions and behavior  TG: p. 27: Mark words that suggest extremes  TG: p. 29: Mark examples of repeated words  RL.2, RL.4 | **Analyze the Text**  TG p. 32   * Interpret * Make inferences * Connect * Analyze and Evaluate * Answer the essential question   RL.1 | **Analyze Craft and Structure**  TG p. 33  Literary Style:  Gothic literature  RL.1, RL.5 | **Concept Vocabulary and Word Study**  TG p. 34  Words that convey  decay or  destruction:  Annihilate  Antiquity  Fissure  Dissolution  Rending  Tumultuous  Denotation and Connotation  L.5, L.5.b | **Conventions:**  TG p. 35  Sentence Structure    Independent  clause  Dependent, or  subordinate, clause  L.1, L.1.b |  |
| **First Read**  **Notice:** whom the story is about, what happens, where  and when it happens, and why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** |
| **Days 8-12** | | | | | | |
| **House Taken Over:**  **TG p. 36-40** | **Close Read**  TG p. 37: Analyze details of the setting  TG p. 38: notice and highlight the details about how much  the narrator’s sister, Irene, knits and what that says about her character  TG p. 40: Mark the short sentences  TG p. 42: Analyze ambiguity  RL.3 | **Analyze the Text**  TG p. 44   * Interpret * Connect * Compare and contrast * Extend * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 45  Literary Style:  Magical realism  Tone  RL.5, RL.6 | **Concept Vocabulary and Word Study**  TG p. 46  Words that express  different types of  emptiness,  including those of  emotion, sound,  and space:  spacious  unvoiced  obscure  recessed  vestibule  muffled  Patterns of Word  Changes  L.4.b, L.5 | **Conventions**  TG p. 47  Types of Phrases:  Preposition,  Prepositional  phrases  L.1, L.1.b | **Writing to Compare**  TG p. 48-49  Explanatory Essay  RL.5, W.2, W.5, W.9 |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens and why those involved react  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Day 13** | | | | | | |
| **from How to Tell**  **You’re Reading a**  **Gothic Novel:**  **TG p. 50-57** | **Close Read**  TG p. 51: Understanding mood  TG p. 53: Analyzing diction  TG p. 54: Interpreting graphics  RI.5.a | **Analyze the Text**  TG p. 56   * Make a judgment * Infer * Describe * Answer essential question   RL.1 | **Concept Vocabulary**  TG p. 56  Words that relate to different elements of Gothic literature:  Reclusive  Sinister  Ethereal  RI.4 | **Speaking and Listening**  TG p. 57  Informational graphic  SL.2, SL.4, SL.5 | |  |
| **First Review**  **NOTICE:** new information or  ideas you learn about the unit  topic as you first read this text.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 14-15** | | | | | | |
| TG p. 58-63  Write an Explanatory Essay  Prompt: How and when does imagination overcome reason?  Language Development: Descriptive Details | | | | | Standards: W.a-f, W.3, W.3.d, W.4, W.5, W.9, W.9-10 | |

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| **UNIT 1 Small-Group Learning GRADE 10 Inside the Nightmare** | | | | | |
| **Introduction Day 19** | | | | | |
| **Short Story:** *Where Is Here?*  by Joyce Carol Oates  **Media (photo gallery)**: *from The Dream Collector* by Arthur Tress  **Interview**: *Why Do Some Brains Enjoy Fear?* by Allegra Ringo  **Poetry Collection:** *beware: do not read this poem*  by Ishmael Reed  *The Raven* by Edgar Allan Poe  *Windigo* by Louise Erdrich | **Performance-Based Assessment Task**  Deliver an Explanatory Presentation  Prompt: In literature, how does a sense of uncertainty help to create an atmosphere of fear?  **SL.1, SL.1.b, SL.4, SL.5, SL.6** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What is the allure of fear? | **Unit Goals:**  TG p. 4   * Evaluate written narratives by analyzing how authors introduce and develop the events in their writing. **RL.5** * Expand Knowledge and use of academic and thematic vocabulary. **RL.4** * Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit. **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning **W.7** * Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations. **L.5, L.5.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.1,RL.2, RL.3, RL.5, RL.9-10 | **Reading Informational Text**  RI.3, RI.4, RI.9-10 | **Speaking & Listening**  SL.1, SL.5, SL.6 | **Language**  L.4, L.4.a, L.4.b, L.5, L.5.b, L.6 | **Writing**  W.3, W.3.b, W.6, W.7 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 17-18** | | | | | | |
| **Where is Here?**  **TG p. 68-81** | **Close Read**  TG p. 70: Analyze characterization  TG p. 71: Analyze simile  TG p. 72: Analyze setting  TG p. 73: Infer motivation  TG p. 74: Analyze foreshadowing  TG p. 76: Analyze conflict  RL.3, L.5.a | **Analyze the Text**  TG p. 78   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 79  Modern Gothic    RL.5 | **Concept Vocabulary and Word Study**  TG p. 78  Words that  describe  personalities:  gregarious  amiably  stoical  Suffix: -ly  L.2.c, L.4.b | **Author’s Style**  TG p. 80  Character Development  RL.3 | **Writing to Sources**  TG p. 81  Option 1: prequel  Option 2: sequel  Option 3: police report  W.3 |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | **NOTES:** |
| **Days 17-18** | | | | | |
| **from the Dream Collector**  **TG p. 82-89** | **Close Review**  TG p. 83: Analyze composition  TG p. 84: Analyze lighting  TG p. 86: Analyze location | **Analyze the Media**  TG p. 88   * Present and Discuss * Review and Synthesize   SL.1 | **Media Vocabulary**  TG p. 88  composition  location  subject  lighting and color  perspective or  angle  RI.4, L.6 | **Speaking and**  **Listening:**  TG p. 89  Visual Presentation  SL.5, SL.6 |  |
| **First Review**  **Look:** at each image and  determine who or what it portrays.  **Note:** elements in each image that you find interesting and want to revisit.  **Connect:** details in the images to other media you’ve  experienced, texts you’ve read, or images you’ve seen.  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 19-20** | | | | | | | |
| **Why do Some Brains Enjoy Fear?:**  **TG p. 90-99** | **Close Read**  TG p. 91: Infer author’s purpose  TG p. 92: Evaluate evidence  TG p. 94: Analyze diction | **Analyze the Text**  TG p. 96   * Review and Clarify * Present and discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 97  Author's Claims:  Interview  RI.3 | **Concept Vocabulary and Word Study**  TG p. 96  Words all related  to human  responses,  thoughts, and  feelings:  Stimulus  Dissonance  Cognitive  Patterns of Word  Changes  L.4.b, L.6 | **Author’s Style**  TG p. 98  Scientific and  Technical Diction  RI.4 | **Research**  TG p. 99  Digital Presentation  ‘  SL.5, W.7 | |
| **First Read**  **Notice:** the general ideas of  the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages you want to revisit  **Connect:** Ideas within the selection to what your already know and what you have already read  **Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 21-22** | | | | | | | |
| **beware: do not read this poem**  **The Raven**  **Windigo:**  **TG p. 100-113** | **Close Read**  TG p. 103: Analyze Personification  TG p. 104: Analyze rhyme scheme  TG p. 106: Infer characterization  TG p. 108: Analyze imagery | **Analyze the Text**  TG p. 110   * Review and Clarify * Present and discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 111  Development of  Theme:  Narrative poem  Speaker  Tone  Theme  Imagery  RL.2 | **Concept Vocabulary and Word Study**  TG p. 110  Words related to  efforts to influence  others:  Entreating  Implore  Beguiling  Anglo-Saxon Prefix  be-  RL.4, L.4.b | **Author’s Style**  TG p. 112  Point of View  First-Person Point  of View  Omniscient Point  of View  RL.5 | **Speaking and Listening**  TG p. 113  Group  Presentation  SL.1, SL.6 | |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story  or describes a single moment.  .**Annotate:** Mark vocabulary and key passages you want to revisit  **Connect:** Ideas within the selection to what your already know and what you have already read  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Days 25-26** | | | | | | | |
| TG p. 114-115  Deliver an Explanatory Presentation  Prompt: In literature, how does a sense of uncertainty help to create an atmosphere of fear? | | | | | Standards: SL.1, SL.1.b, SL.4, SL.5, SL.6 | | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 116-117, 118A-114D, 118-121  Select and read a story from selections available online   * How Maurice Sendak’s “Wild Things” Moved Children’s Books Toward Realism by Gloria Goodale * Sleep Paralysis: A Waking Nightmare * The Feather Pillow by Horacio Quiroga, translated by Margaret Sayers Peden * Stone Age Man’s Terrors Still Stalk Modern Nightmares by Robin McKie | Standards: RL.9-10, RI.9-10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 122-125  Writing to Sources: Explanatory Essay  Writing Prompt: In what ways does transformation play a role in stories meant to scare us?  Speaking and Listening Outcome: Informal Talk | Standards: W.2.a–f, W.9, W.9-10, SL.4.a, SL.6 |

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| **GRADE 10, UNIT 2 : Outsiders and Outcasts** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: Socrates  **Discuss It:** What can happen to great thinkers when their ideas are critical of others? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Isn’t Everyone at Least a Little Bit Weird? (Lexile 950) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | |
| **Anchor Text (Short Story):** *The Metamorphosis* by Franz Kafka,  translated by Ian Johnston  **Media** **(Video):** *Franz Kafka and*  *Metamorphosis*  BBC | **Performance-Based Assessment Task**  **Write an Argument**  Prompt: Are outsiders simply those who are misjudged or misunderstood?  Language Development: Create Cohesion: transitions  **W.1.a-e, W.3.a, W.5, W.9-10, L.3.a** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  Do people need to belong? | **Unit Goals:**  TG p. 128   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.8** * Expand Knowledge and use of academic and thematic vocabulary. **RI.4** * Write an Argumentative essay in which you effectively incorporate the key elements of an argument **W.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.**L.1.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.4, RL.5, RL.9-10 | **Reading Informational Text**  RI.1, RI.9-10 | **Speaking & Listening**  SL.1, SL.3, WL.4, SL.6 | **Language**  L.1, L.1.b, L.5, L.5.b, L.6 | **Writing**  W.1, W.2, W.4 | **NOTES:** |

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| **UNIT 2 Whole-Class Learning GRADE 10 Outsiders and Outcasts** | | | | | | | | | | |
| **Making Meaning** | | | | | **Language Development** | | | | **Effective Expression** | |
| **Days 3-11** | | | | | | | | | | |
| **The Metamorphosis:**  **TG p. 136-185**  **First Read**  **Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection | **Close Read**  TG p. 137: Analyze imagery  TG p. 138: and highlight the details about Gregor’s physical change  TG p. 140: mark words and phrases that describe how  Gregor is moving.  TG p. 142: Analyze symbolism | **Analyze the Text**  TG p. 180   * Compare and contrast * Make a judgement * Hypothesize * Answer Essential Question | | **Analyze Craft and Structure**  TG p. 181  Literary Movement:  Modernism  Absurdist Literature  Ambiguity  Fantastic/Dreamlike  Events  Themes of Alienation  RL.5 | **Concept Vocabulary and Word Study**  TG p. 182  Words related to  discomfort:  Distress Amelioration  Aversion Asphyxiation  Listlessly Travail  Denotation and Connotation  RI.4, L.5, L.5.b | | **Conventions**  TG p. 183  Conventions:  Types of Phrases  Verb Phrase  L.1, L.1.b | | **Writing to**  **Sources**  TG p. 184  Movie Pitch  W.1, W.4 | **Speaking and Listening**  TG p. 185  Debate  SL.1, SL.3, SL.6 |
| **Close Read**  TG p. 147: mark details that describe Gregor at a different time in his life.  TG p. 148: Analyze allegory  TG p. 151: mark details that describe the father’s voice.  TG p. 152: mark details that relate to silence and stillness. Mark other, fewer details that relate to movement.  TG p. 155: notice and highlight the details that show how the servant girl behaves when she quits her job.  TG p. 156: notice and highlight the details in sentences that are set off in parentheses.  TG p. 159: notice and highlight details about Gregor’s awareness of his new body.  TG p. 161: Analyze the Grotesque  TG p. 163: notice and highlight the sentences that are only five words or shorter.  TG p.164: notice and highlight the verbs that describe Gregor’s movement.  TG p. 166: Analyze allegory  TG p. 168: notice and highlight the nouns that name people.  TG p. 170: Analyze allegory  TG p.172: notice and highlight the auxiliary, or helping, verbs.  TG p. 175: Analyze allegory  TG p. 176: notice and highlight the dialogue between the cleaning woman and the Samsas.  TG p. 179: notice and highlight details about the family’s comfort and Grete’s good health.  RL.3, RL.4, L.1, L.5, L.5.a | | | | | | | |
| **Making Meaning** | | | | | **Language Development** | | | **Effective Expression** | | |
| **Days 12-13** | | | | | | | | | | |
| **Franz Kafka and**  **Metamorphosis:**  **TG p. 186-189** | **Close Review**  TG p. 187: Analyze visual symbolism  RI.5 | | **Analyze the Media**  TG p. 188   * Interpret * Contrast * Inference * Answer the Essential Question | | **Media Vocabulary**  TG p. 188  Stock Footage  Silhouette  Commentators  Background Music  Editing  RI.1 | | | **Writing to**  **Sources:**  TG p. 189  Visual Analysis  W.2 | | **Speaking and**  **Listening:**  TG p. 189  Discussion  SL.4 |
| **First Review**  **WATCH:** who speaks, what they  say, and how they say it.  **NOTE:** elements that you find  interesting and want to revisit**.**  **Connect:** details in the video to other media you’ve  experienced, texts you’ve read, or images you’ve seen.  **Respond:** Complete Comprehension check |
| **Performance Task: Writing Focus** | | | | | | | | | | |
| **Days 14-15** | | | | | | | | | | |
| TG p. 190-195  Write an Argument  Prompt: Are outsiders simply those who are misjudged or misunderstood?  Language Development: Create Cohesion: transitions | | | | | | Standards: W.1.a-e, W.3.a, W.5, W.9-10, L.3.a | | | | |

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| **UNIT 2 Small-Group Learning GRADE 10 Outsiders and Outcasts** | | | | | |
| **Introduction Day 16** | | | | | |
| **Short Story:** *The Doll’s House*  by Katherine Mansfield  **Poetry Collection:** *Sonnet, With Bird* by Sherman Alexie  *Elliptical* by Harryette Mullen  *Fences* by Pat Mora  **Argument:** *Revenge of the Geeks*  By Alexandra Robbins  **Lecture:** *Encountering the Other: The Challenge for the 21st Century* by *Ryszard Kapuscinski* | **Performance-Based Assessment Task**  **Speaking and Listening Focus: Deliver a Multimedia Presentation**  Prompt: Is difference a weakness? Is sameness a strength?  **SL.4, SL.5, SL.1.b** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  Do people need to belong? | **Unit Goals:**  TG p. 128   * Evaluate written arguments by analyzing how authors state and support their claims. **RI.8** * Expand Knowledge and use of academic and thematic vocabulary. **RI.4** * Write an Argumentative essay in which you effectively incorporate the key elements of an argument **W.1** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.**L.1.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.2, RL.4, RL.5, RL.9, RL.9-10 | **Reading Informational Text**  RI.5, RI.8 | **Speaking & Listening**  SL.3, SL.4, SL.4.b, SL.5, SL.6 | **Language**  L.1.a, L.1.b, L.4, L.4.b, L.4.d, L.5.b | **Writing**  W.1, W.6, W.7 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 17-19** | | | | | | |
| **The Doll’s House**  **TG p. 200-211** | **Close Read**  TG p. 201: Analyze Symbolism  TG p. 202: Analyze Narrator’s attitude  TG p. 204: Infer tone  TG p. 206: Analyze climax  RL.3 | **Analyze the Text**  TG p. 208   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 209  Symbol and Theme  RL.2, | **Concept Vocabulary and Word Study**  TG p. 208  Words that relate to hostile actions:  sneered  spitefully  shunned  Multiple Suffixes  L.4.b | **Author’s Style**  TG p. 210  Author’s Style:  Diction and Syntax  Diction  Syntax  Tone  RL.4 | **Writing to Sources**  TG p. 211  Response to  Literature  Character analysis  Composition  Critical response  W.1 |
| **First Read**  **Notice:** whom the story is about, what happens, where  and when it happens, and why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Day 20-21** | | | | | | |
| **Sonnet with Bird**  **Elliptical**  **Fences:**  **TG p. 212-223** | **Close Read**  TG p. 214:Determine theme  TG p. 216: Determine theme  TG p. 218: Identify figurative language  RI.7 | **Analyze the Text**  TG p. 220   * Review and clarify * Present and discuss * Answer the Essential Question   RL.1, SL.1,SL.4 | **Analyze Craft and Structure**  TG p. 221  Poetic Forms:  Free Verse  End-stopped lines  Enjambment lines  Prose Poem  RL.5 | **Concept Vocabulary and Word Study**  TG p. 220  Words related to  relationships  among different  social groups:  entitled  perspective  interactions  Latin Prefix: en-  L.4.b, L.4.a | **Author’s Style**  TG p. 222  Sonnet  RL.5, RL.9 | **Speaking and Listening**  TG p. 223  Poetry Reading  SL.4.b |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or describes a single  moment  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 22-23** | | | | | | | |
| **Revenge of the Geeks:**  **TG p. 224-231** | **Close Read**  TG p. 225  Analyze diction | **Analyze the Text**  TG p. 228   * Review and clarify * Present and discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 229  Reasoning and  Evidence:  Argument  Claim  Evidence  Variety  Credibility  Relevance  RL.8 | **Concept Vocabulary and Word Study**  TG p. 228  Words all  associated with  vulnerability:  Marginalize  Pariah  Bigotry  Denotations  and Connotations  L.4, L.5, L.5.b | **Author’s Style**  TG p. 230  Parallel Structure  L.1, L.3 | **Speaking and Listening:**  TG p. 231  Multi-Media  Presentation  Informational video  Social media  campaign  Poster  SL.1.b, SL.4, SL.5 | |
| **First Read**  **Notice:** the general ideas of the text. What is it about?  Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | | **Language Development** | | **Effective Expression** |
| **Days 24-25** | | | | | | | | |
| **Encountering the**  **Other: The Challenge for the 21st Century:**  **TG p. 232-245** | **Close Read**  TG p. 233  Infer Tone  TG p. 234: Analyze deductive reasoning  TG p. 237: Infer social commentary  TG p. 238: Analyze figurative language  TG p. 240: Analyze rhetorical devices | **Analyze the Text**  TG p. 242   * Review and clarify * Present and discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 243  Literary Nonfiction  Lecture  Introduction  Rhetorical question  Discussion  Repetition  Conclusion  RI.2, RI.5 | **Concept Vocabulary and Word Study**  TG p. 242  Words that can  be used in a  discussion of  attitudes and  belief systems  that alienate  people from  each other  Doctrine  Totalitarian  Ideologies  Greek Root –log-  L.4.b | | **Conventions**  TG p. 244  Types of Phrases  Infinitive  Infinitive phrase  L.1.b | **Research:**  TG p. 245  Digital Presentation  Illustrated Timeline  Slide show  Video  W.6, W.8 | |
| **First Read**  **Notice:** the general ideas of the text. What is it about?  Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | | |
| **Day 26** | | | | | | | | |
| TG p. 246-247  Deliver a Multimedia Presentation  Prompt: Is difference a weakness? Is sameness a strength? | | | | | Standards: SL.4, SL.5, SL.1.b | | | |

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| **Overview: Independent Learning** | |
| **Day 27-28** | |
| TG p. 248-249, 250A-250D, 250-253  Select and read a story from selections available online   * The Orphan Boy and the Elk Dogs by Blackfoot, retold by Richard Erdoes and Alfonso Ortiz * By Any Other Name from Gifts of Passage by Santha Rama Rau * Outsider’s Art Is Saluted at Columbia, Then Lost Anew by Vivian Yee * Fleeing to Dismal Swamp, Slaves and Outcasts Found Freedom by Sandy Hausman | Standards: RL.9-10, RI.9-10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 254-257  Writing to Sources: Argument  Writing Prompt: Is the experience of being an outsider universal?  Speaking and Listening Outcome: Oral Presentation | Standards: W.1.a-e, W.9, W.9-10, SL.4 |

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| **GRADE 10, UNIT 3 : Expanding Freedom’s Reach** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: We are all born free.  **Discuss It:** What are the basic rights and freedoms that belong to everyone, everywhere? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Informative texts  **Launch Text:** Born Free: Children and the Struggle for Human Rights (Lexile 1100) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | |
| **Anchor Text (Speech):**  *from The “Four Freedoms” Speech* by Franklin D. Roosevelt  **Anchor Text (Letter):** *Inaugural Address* by John F. Kennedy  **Media (Video):**  *Inaugural Address* by John F. Kennedy | **Performance-Based Assessment Task**  **Write an Informative Essay**  Prompt: What can one person do to defend the human rights of all people?  Language Development: Style  **W.2.a-f, W.5, W.2.7, W.8, W.9-10, L.1,**  **L.2, L.2.c** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What is the relationship between  power and freedom? | **Unit Goals:**  TG p. 260   * Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. **RI.3** * Expand Knowledge and use of academic and thematic vocabulary. **RI.4** * Write an informative essay in which you effectively incorporate the key elements of an argument **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly integrate quotations and other evidence into written texts and presentations. **L.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.4 | **Reading Informational Text**  RI.1, RI. 4, RI.6, RI.9, RI.9-10 | **Speaking & Listening**  SL.3, SL.4, SL.6 | **Language**  L.1.b, L.4, L.4.b, L.6 | **Writing**  W.2, W.2.a-f, W.5, W.2.7, W.8, W.9-10 | **NOTES:** |

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| **UNIT 3 Whole-Class Learning GRADE 10 Expanding Freedom’s Reach** | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 3-6** | | | | | | |
| **from The "Four**  **Freedoms" Speech:**  **TG p. 268-281** | **Close Read**  TG p. 269: Interpret the speech  TG p. 270: notice  and mark the details that express those things President Roosevelt believes to be absolute, or  without  compromise.  TG p. 272: notice and highlight the details that show the  group of words that is repeated.  TG p. 275: mark  changes you see in  sentence lengths.  TG p. 276: Analyze rhetorical devices  RI.4, L.5 | **Analyze the Text**  TG p. 278:   * Connect * Analyze * Evaluate * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 279  Seminal Documents:  Persuasive Appeals  Central idea  Persuasive appeals  Appeals to logic  Appeals to emotion  Appeals to authority  Logical fallacy  RI.2, RI.6, RI.8, R.9, SL.3 | **Concept Vocabulary and Word Study**  TG p. 280  Words that relate to conflicts between or among nations or other political groups:  Pacification  Disarmament  Appeasement  Treachery  Propaganda  Tyranny  Latin Root –pac-  L.4.b, L.4.d | **Conventions**  TG p. 281  Types of Phrases  Noun phrase  L.1, L.1.b, L.4 |  |
| **First Read**  **Notice:** The general idea of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** |
| **Days 7-10** | | | | | | |
| **Inaugural Address: TG p. 282-293** | **Close Read**  TG p. 283: Understand parallelism  TG p. 284: notice  and mark the groups and nations the president discusses.  TG p. 285: notice and  mark the verbs that follow the word we.  TG p. 286: Analyze alliteration  L.1.a | **Analyze the Text**  TG p. 288   * Compare and contrast * Interpret * Infer * Speculate * Synthesize * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 289  Seminal Documents:  Emotional Appeals  Persuasion  Charged Language  Restatement  RI.1, RI.2, RI.6, RI.9 | **Concept Vocabulary and Word Study**  TG p. 290  Words that relate to instances of  physical or verbal  confrontation:  Invective  Belaboring  Invoke  Beachhead  Revolution  Asunder  Latin root: -vol- and -volut-  L.4.b, L.4.c | **Author’s Style**  TG p. 291  Use of Language  Rhetorical Devices  Repetition  Parallelism  Anaphora  Antithesis  L.1.a, PI.6c | **Writing to Compare**  TG p. 292-293  Comparison-  and-contrast essay:  Historical context  RI.9, W.2, W.5, W.9.b |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | **Language Development** | | **Effective Expression** | |
| **Days 11-13** | | | | | | |
| **Inaugural Address**  **TG p. 294-297** | **Close Review**  TG p. 295: Analyze Gestures | **Analyze the Media**  TG p. 296   * Interpret * Connect * Generalize * Make a judgement * Answer the Essential Question | **Media Vocabulary**  TG p. 296  Tone  Inflection  Gesture  Enunciation  L.4 | | **Writing to Sources**  TG p. 297  Newspaper  Report  W.2 | **Speaking and Listening**  TG p. 297  Newscast  SL.3, SL.4, SL.6 |
| **First Review**  **WATCH:** who speaks, what they  say, and how they say it.  **Note:** elements you find interesting and want to revisit  **Connect:** ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen.  **Respond:** Complete Comprehension check |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 14-15** | | | | | | |
| TG p. 298-303  Write an Informative Essay  Prompt: What can one person do to defend the human rights of all people?  Language Development: Style | | | | Standards: W.2.a-f, W.5, W.2.7, W.8, W.9-10, L.1, L.2, L.2.c | | |

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| **UNIT 3 Small-Group Learning GRADE 10 Expanding Freedom’s Reach** | | | | | |
| **Introduction Day 16** | | | | | |
| **Speech**  *Speech at the United Nations*  By Malala Yousafzai  **Media (Interview):** *Diane Sawyer Interviews Malala Yousafzai*  ABC News  **Poetry**: *Caged Bird* by Maya Angelou  *Some Advice To Those Who Will Serve Time in Prison* by Nazim  and Mutlu Konuk  **Short Story**: *The Censors*  By Luisa Valenzuela, translated by David Unger  **Media (Infographic):** *from Freedom of the Press Report 2015*  Freedom House | **Performance-Based Assessment Task**  **Write an Informative Essay**  Prompt: What can one person do to defend the human rights of all people?  Language Development: Style  **W.2.a-f, W.5, W.2.7, W.8, W.9-10, L.1, L.2, L.2.c** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What is the relationship between  power and freedom? | **Unit Goals:**  TG p. 260   * Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. **RI.3** * Expand Knowledge and use of academic and thematic vocabulary. **RL.4, RI.4** * Write an informative essay in which you effectively incorporate the key elements of an argument **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly integrate quotations and other evidence into written texts and presentations. **L.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.4, RL.6, RL.9-10 | **Reading Informational Text**  RI.1, RO.7, RI.6 | **Speaking & Listening**  SL.1, SL.1.b, SL.4, SL.5, SL.6 | **Language**  L.1.b, L.4.b, L.4.d, L.4.c, L.6 | **Writing**  W.3.d, W.9.b | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **NOTES:** |
| **Day 17-18** | | | | | | |
| **Speech at the United Nations**  **TG p. 308-317** | **Close Read**  TG p. 311: Analyze Parallelism  TG p. 312: Examine antithesis  TG p. 313: Understand purpose  RI.6, L.1.a | **Analyze the Text**  TG p. 315   * Review and Clarify * Analyze * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 316  Author’s Purpose:  Rhetorical Devices  Evidence  Anecdote  Proverb  Examples  RI.2, RI.6 | **Concept Vocabulary and Word Study**  TG p. 315  Words related to  the pursuit of  human rights:  Beneficent  Envoy  Initiative  Latin Root: -bene-  L.4.b | **Conventions:**  TG p. 317  Types of clauses  Adverbial clause  Subordinating  conjunctions  L.1.b |  |
| **First Read**  **Notice:** General ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | **NOTES:** |
| **Days 19** | | | | | |
| **Diane Sawyer Interviews**  **Malala Yousafzai:**  **TG p. 318-323** | **Close Review**  TG p. 319: Analyzing suspense  RL.4 | **Analyze the Media**  TG p. 321   * Present and discuss * Review and synthesize * Answer the Essential Question   SL.1, SL.4 | **Media Vocabulary**  TG p. 321  Lead-In  Close-Up Shot  Slant  RI.1, L.6 | **Writing to Compare**  TG p. 322-323  Explanatory Essay  RI.7, W.2,  W.9.b, PI.11 |  |
| **First Review**  **WATCH:** who speaks, what they  say, and how they say it.  **Note:** elements you find interesting and want to revisit  **Connect:** ideas in the video to other media you’ve experienced, texts you’ve read, or images you’ve seen.  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 20-21** | | | | | | | |
| **Caged Bird**  **Some Advice to those who will serve time in prison:**  **TG p. 324-335** | **Close Read**  TG p. 328: Identify Theme  RL.2 | **Analyze the Text**  TG p. 332   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 333  Author's Choices:  Figurative Language  Simile  Metaphor  Extended metaphor  RL.1, RL.4, RL.6, PI.6C | **Concept Vocabulary and Word Study**  TG p. 332  Words that have  multiple meanings:  Current  Trill  Flurry  Multiple meaning words  L.4 | **Author’s Style**  TG p. 334  Specific Details  Image  Imagery  L.4 | **Writing to Sources**  TG p. 335  Poem    W.3, W.e.d | |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Days 22-23** | | | | | | | |
| **The Censors:**  **TG p. 336-343** | **Close Read**  TG p. 337: Identify foreshadowing  RL.6 | **Analyze the Text**  TG p. 340   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 341  Author’s Choices:  Satire  Social commentary  Tone  RL.4, RL.6 | **Concept Vocabulary and Word Study**  TG p. 340  Words that relate to the idea of secretly fighting back against something or working against  something  Sabotage  Intercept  Subversive  Latin Prefix:  sub-  L.4.b, L.4.d | **Author’s Style**  TG p. 342  Word Choice  hyperbole  colloquial  language  L.4 | **Speaking and**  **Listening:**  TG p. 343  Small-Group  Discussion  SL.1, L.5.a | |
| **First Read**  **Notice:** whom the story is about, what happens, where and when it happens, and why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** |
| **Days 24-25** | | | | | | |
| **Freedom of the Press 2015:**  **TG p. 344-349** | **Close Review**  TG p. 346: Interpret graphics  RI.5.a | **Analyze the Media**  TG p. 348   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Media Vocabulary**  TG p. 348  Infographic  Bar Graph  Line Graph  Pie Chart  RI.5.a, L.6 | **Research:**  TG p. 349  Presentation  SL.1.b, SL.4, SL.5, SL.6, W.6 |  | |
| **First Read**  **Notice:** new information or  ideas you learn about the unit  topic as you first read this text.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | |
| **Day 26** | | | | | | |
| TG p. 350-351  Deliver a Multimedia Presentation  Prompt: When, if ever, are limits on freedom necessary? | | | | Standards: SL.4, SL.1.a, SL.1.b, SL.5, SL.6 | | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 352-353, 353A-353d, 354-357  Select and read a story from selections available online   * Law and the Rule of Law: The Role of Federal Courts by Judicial Learning Center * Misrule of Law by Aung San Suu Kyi * Harrison Bergeron by Kurt Vonnegut, Jr. * Credo: What I Believe by Neil Gaiman | Standards: RL.9-10,RI.9-10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 358-361  Writing to Sources: Informative Essay  Writing Prompt: What does it mean to "be free"?  Speaking and Listening Outcome: Multimedia Presentation | Standards: W.2a-f, W.9, W.9-10, SL.4, SL.5, SL.6 |

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| **GRADE 10, UNIT 4 : All That Glitters** | | | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: 14-Year-Old Teaches Family  the “Power of Half”  **Discuss It:** Why do people acquire more than they need? Write your response before sharing your ideas. | | | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Informative Text  **Launch Text:** I Came, I Saw, I Shopped (Lexile 990) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | | | |
| **Anchor Text (Short Story):**  *The Necklace* by Guy de Maupassant,  translated by MacAndrew  **Anchor Text (Short Story):** *Civil Peace* by *Chinua Achebe*  **Media (Photo Gallery):**  Fit for a King: Treasures of Tutankhamun | **Performance-Based Assessment Task**  **Write an Informative Essay**  Prompt: What makes something valuable? What makes something a treasure?  Language Development: Conjunctive Adverbs and Semicolons  **W.9.2.a-f, W.9.5, W.9.9-10, L.9.2, L.9.2.a** | | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | | **Essential Question**  What do our possessions reveal about us? | **Unit Goals:**  TG p. 358   * Evaluate written informative texts by analyzing how authors introduce and develop central ideas. **RI.2** * Expand Knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write an informative essay in which you effectively convey complex ideas, concepts, and information. **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses. **L.1.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | | | |
| **Reading Literary Text**  RL.1, RL.2, RL.3, RL.5, RL.6, RL.9-10 | **Reading Informational Text**  RI.1 | | **Speaking & Listening**  SL.4, SL.4.b, SL.5, SL.6 | **Language**  L.2, L.2.a, L.2.c, L.3, L.4.b, L.4.c, L.6 | | **Writing**  W.2, W.6 | **NOTES:** |

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| **UNIT 4 Whole-Class Learning GRADE 10 All That Glitters** | | | | | | | |
| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 3-7** | | | | | | | |
| **The Necklace:**  **TG p. 374-399** | **Close Read**  TG p. 373: Analyze tone  TG p. 374: Analyze character  TG p. 377: notice  and highlight the punctuation the author uses to show hesitation.  TG p. 379: notice  and highlight the shortest sentence. Underline repeated words  TG p. 380: Analyze irony  RL.3, RL.4,  RL.5, L.5 | **Analyze the Text**  TG p. 382   * Interpret * Analyze * Compare and contrast * Make a judgement * Answer essential question   RL.1 | **Analyze Craft and Structure**  TG p. 383  Literary Devices:  Irony  Situational irony  Surprise ending  RL.5 | **Concept Vocabulary and Word Study**  TG p. 384  Words all related to elegance or high  social status:  Refinement  Suppleness  Resplendent  Homage  Gallantries  Exquisite  Latin Prefix:  -splen  L.4.b, L.4.c | **Conventions**  TG p. 385  Punctuation  Semicolon  Conjunctive adverb  Transitional  expression  L.2, L.2.a | **Writing to Sources**  TG p. 386  Diary Entry  W.2 | **Speaking and Listening**  TG p. 387  Monologue  SL.4.b, SL.6 |
| **First Read**  **Notice:** whom the story is about, what happens, where  and when it happens, and  why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 8-11** | | | | | | | |
| **Civil Peace:**  **TG p. 388-401** | **Close Read**  TG p. 389: Infer character  TG p. 390: mark words and phrases related to luck or wonder.  TG p. 392: mark words and phrases that suggest a  casual friendliness in the way the thief speaks to Jonathan.  TG p. 394: notice and mark the simile.  RL.3, RL.4, L.5.a | **Analyze the Text**  TG p. 396   * Interpret * Compare and contrast * Infer * Connect * Answer essential question   RL.1 | **Analyze Craft and Structure**  TG p. 397  Development of  Theme  Theme  Setting  Historical and cultural context  Characters  Plot development  Description  Juxtaposition  RL.1, RL.2, RL.3, RL.5 | **Concept Vocabulary and Word Study**  TG p. 398  Words that relate to fortune, good or bad:  Amenable  Surrender  Influence  Blessings  Windfall  Inestimable  Compound  nouns  L.2.c, L.3 | **Author’s Style**  TG p. 399  Character  Development  Dialect  RL.2, RL10.3,  L.2, L.2.c | **Writing to Sources**  TG p. 400  Character  Analysis  W.2 | **Speaking and Listening**  TG p. 401  Oral Interpretation  SL.4,  SL.4.b |
| **First Read**  **Notice:** whom the story is about, what happens, where  and when it happens, and  why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** |
| **Days 12-13** | | | | | | |
| **Fit for a King: Treasures of Tutankhamun:**  **TG p. 402-407** | | **Close Review**  TG p. 403: Analyze photographs  TG p. 405: Analyze photographs | **Analyze the Media**  TG p. 406   * Generalize * Compare and contrast * Analyze/Evaluate * Modify * Answer the essential question   RI.1 | **Technical**  **Vocabulary:**  TG p. 406  Egyptology  Artifact  Iconography  Context  L.6 | | **Speaking and Listening**  TG p. 407  Photojournalism  SL.5, W.6 |
| **First Review**  **Look:** at each image and determine whom or what it portrays.  **NOTE:** elements in each image  that you find interesting and  want to revisit.  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check | |
| **Performance Task: Writing Focus** | | | | | |
| **Days 14-15** | | | | | |
| TG p. 408-413  Write an Informative Essay  Prompt: What makes something valuable? What makes something a treasure?  Language Development: Conjunctive Adverbs and Semicolons | | | | W.2.a-f, W.5, W.9-10, L.2, L.2.a | |

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| **UNIT 4 Small-Group Learning GRADE 10 All That Glitters** | | | | | |
| **Introduction Day 16** | | | | | |
| **Journalism:**  *In La Rinconada, Peru, Searching for Beauty in Ugliness* by Marie Arana  **POETRY COLLECTION:**  *Avarice* by Yusef Komunyakaa  *The Good Life* by Tracy K. Smith  *Money* by Reginald Gibbons  **Short Story:** *The Golden Touch* By Nathaniel Hawthorne  the imaginations of thousands?  **POETRY:** *from King Midas* by Howard Moss  **MAGAZINE ARTICLE:**  The Thrill of the Chase by  Margie Goldsmith | **Performance-Based Assessment Task**  **Deliver a Multimedia Presentation**  Prompt: In what ways can material possessions create both a sense of comfort and a sense of anxiety?  **SL.4, SL.4.a, SL.5** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What do our possessions reveal about us? | **Unit Goals:**  TG p. 358   * Evaluate written informative texts by analyzing how authors introduce and develop central ideas. **RI.2** * Expand Knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write an informative essay in which you effectively convey complex ideas, concepts, and information. **W.2** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.7** * Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses. **L.1.b** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.4, RL.5, RL.9-10 | **Reading Informational Text**  RI.4, RI.5, RI.6, RI.9-10 | **Speaking & Listening**  SL.1,a-d, SL.4.a, SL.5 | **Language**  L.1, L.1.b, L.4, L.4.a, L.4.b, L.4.d, L.5, L.5.b | **Writing**  W.3, W.6 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 16-19** | | | | | | |
| **In La Rinconada, Peru, Searching for Beauty in Ugliness**  **TG p. 418-429** | **Close Read**  TG p. 421: Infer tone  TG p. 422: Identify irony | **Analyze the Text**  TG p. 426   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 427  Literary Journalism    RI.6 | **Concept Vocabulary and Word Study**  TG p. 426  Words associated  with exploiting the  land:  Marauding  Intemperate  Despoiled  Latin Root: -tempor- and -temper-  L.4.b | **Author’s Style**  TG p. 428  Word Choice  Imagery  Sensory details  RI.4, RI.5 | **Writing to**  **Sources:**  TG p. 429  Short Story  W.3 |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Day 20-22** | | | | | | |
| **Avarice**  **The Good Life**  **Money:**  **TG p. 430-441** | **Close Read**  TG p. 434: Inferring a character’s values  TG p. 436: Analyze characterization  RL.3 | **Analyze the Text**  TG p. 438   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.9.4 | **Analyze Craft and Structure**  TG p. 439  Author’s Choices:  Speaker and Point  of View  Speaker  First-Person Point  of View  Third-Person  Point of View  Omniscient  Limited third-  person  Tone  RL.4, RL.5 | **Concept Vocabulary and Word Study**  TG p. 438  Words relating to  gold/riches:  Burnished  Lustrous  Gilded  Latin prefix:  -lus-  L.4, L.4.b, L.4.c | **Conventions**  TG p. 440  Types of Clauses  Noun clause  L.1., L.1.b | **Writing to Sources**  TG p. 441  Short Story  W.9.3 |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **NOTES:** |
| **Day 23** | | | | | | | |
| **The Golden Touch:**  **TG p. 442-459** | **Close Read**  TG p. 448: Interpret irony  TG p. 451: Identify Allusion  TG p. 453: Analyze inversion  TG p. 454: Identify Moral  RL.4 | **Analyze the Text**  TG p. 457   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 458  Narrative Structure  Conflict  Plot  Exposition  Rising Action  Inciting incident  Climax  Falling Action  Resolution  RL.5 | **Concept Vocabulary and Word Study**  TG p. 457  Words relating to  gold/riches:  Burnished  Lustrous  Gilde  Latin prefix:  dur-  L.4.b | **Conventions**  TG p. 459  Types of Clauses  Noun clause  L.1,L.1.b |  | |
| **First Read**  **Notice:** whom the story is about, what happens, where  and when it happens, and why those involved react as they do.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | | | **Effective Expression** |
| **Day 24** | | | | | | | |
| **From King Midas:**  **TG p. 460-469** | **Close Read**  TG p. 463: Analyze rhyme  RL.5 | **Analyze the Text**  TG p. 465   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 466  Author’s Choices:  Poetic Structure  Stanza  Rhyme  Exact rhyme  Slant rhyme  Rhyme scheme  End rhyme  RL.5 | **Concept Vocabulary and Word Study**  TG p. 465  Words all related to something solid:  Mail  Obdurate  Ore  Latin root:  dur-  L.4.b | **Author’s Style:**  TG p. 467  Author’s Choices:  Poetic Structure  Meter  Foot  Iamb  Enjambment  RL.5 | **Writing to Compare:**  TG. P. 468-469  Argument:  Compare and contrast essay  RL.7, RL.9, W.9.a | |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | **Effective Expression** |
| **Day 25** | | | | | | | |
| **The Thrill of the Chase:**  **TG p. 470-479** | **Close Read**  TG p. 473: Analyzing anecdote  TG p. 474: Analyzing denotation and connotation | **Analyze the Text**  TG p. 476   * Review and Clarify * Present and Discuss * Answer the Essential Question   SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 477  Literary Nonfiction:  Feature Story  Title  Introduction  Body  Conclusion  RI.5 | **Concept Vocabulary and Word Study**  TG p. 476  Words that can be  used when discussing  objects of value:  Artifacts  Legacy  Marvel  Latin root: -fac-  L.4.b, L.5 | **Author’s Style:**  TG p. 478  Sentence Variety  Long sentences  Short sentences  Varied sentence  Lengths  RI.5 | **Speaking and Listening:**  TG. p. 479  Debate  SL.1.a, SL.1.c, SL.1.d | |
| **First Read**  **Notice:** The general ideas of the text. What is it about? Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | |
| **Day 26** | | | | | | | |
| TG p. 480-481  Deliver a Multimedia Presentation  Prompt: In what ways can material possessions create both a sense of comfort and a sense of anxiety? | | | | | Standards: SL.4, SL.4.a, SL.5 | | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 482-483, 484A-484f, 485-487  Select and read a story from selections available online   * The Gold Series: A History of Gold * Ads May Spur Unhappy Kids to Embrace Materialism by Amy Norton * A Dose of What the Doctor Never Orders by Ihara Saikaku, translated by G. W. Sargent * My Possessions, Myself by Russell W. Belk * Heirlooms’ Value Shifts from Sentiment to Cash by Rosa Salter Rodriguez | Standards: RI.9-10, RL.9-10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 488-491  Writing to Sources: Informative Essay  Writing Prompt: How do we decide what we want versus what we need? What can result from an imbalance between want and need?  Speaking and Listening Outcome: Oral Presentation | Standards: W.2.a-f, W.9-10, SL.4, SL.4.a |

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| **GRADE 10, UNIT 5 : Virtue and Vengeance** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: The Tempest 1: Rock the Ship  **Discuss It:** Why can it be difficult to forgive someone who has wronged you in some way? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Argument  **Launch Text:** Neither Justice Nor Forgetting: Defining Forgiveness (Lexile 1010) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | |  |  |  |
| **Literature and Culture:** Historical Context: The Tempest  **Anchor Text (Drama):** *The Tempest* by William Shakespeare  **Anchor Text (Poetry):** *En el Jardín de los Espejos Quebrados,*  *Caliban Catches a Glimpse of His*  *Reflection* by Virgil Suárez  *Caliban* by J. P. Dancing Bear | **Performance-Based Assessment Task**  **Write an Argument**  Prompt: Is there more value in vengeance or virtue (forgiveness)?  **Language Development: Conventions: Quotations and Paraphrases**  **W.1.a-e, W.4, W.9, W.9-10, L.1.b** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What motivates us to forgive? | **Unit Goals**  TG p. 494   * Evaluate written arguments by analyzing how authors state and support claims. **RI.1** * Expand knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write an argumentative essay in which you support claims using valid reasoning and relevant evidence.  **W.1** * Conduct research projects of various lengths to explore a topic and clarify meaning.**W.8.7** * Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words. **L.1c** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.1, RL.2, RL.3, RL.4, RL.5, RL.9, RL.9-10 | **Reading Informational Text** | **Speaking & Listening**  SL.3, SL.4.b, SL.6 | **Language**  L.4.b, L.4.b, L.4.c, L.4.d, L.5, L.6 | **Writing**  W.1, W.1.b, W.2, W.4, W.9.1 | **NOTES:** |

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| **UNIT 5 Whole-Class Learning GRADE 10 Virtue and Vengeance** | | | | | |
| **Making Meaning** | | | | | **Effective Expression** |
| **Days 3-5** | | | | | |
| **Historical Context**  **Elizabethan England:**  **TG p. 500-509**  **The Tempest Act I:**  **TG p. 510-533** | **Close Read**  TG p. 512: Understanding Acts  TG p. 515: Understanding Iambic Pentameter  TG p. 517: Analyzing metaphor  TG p. 519: Analyzing oxymoron  TG p. 521: mark the words that Ariel quotes directly from Ferdinand.  TG: p. 523: Mark all of Ariel’s speeches in lines 251–293.  TG: p. 525: Analyzing alliteration  TG: p. 527: Mark the end punctuation in Miranda’s dialogue  TG: p. 529: notice  and highlight the three shortest sentences in  Prospero’s dialogue.  RL.2, RL.3,  RL.4, RL.5 | **Analyze the Text**  TG p. 531:   * Interpret * Connect * Infer/Evaluate   RL.1 | **Analyze Craft and Structure**  TG p. 532  Shakespeare’s  Romances  Tragedy  Comedy  Romance  RL.9-10, PI.12b | **Concept Vocabulary and Word Study**  TG p. 531  Words that all relate to betrayal:  Perfidious  Treacherous  Usurp  Suffix: –ous  RL.1, L.4.b | **Writing to Sources**  TG p. 533  Paraphrasing  W.4 |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **NOTES:** |
| **Days 6-7** | | | | | | |
| **The Tempest Act II:**  **TG p. 534-553** | **Close Read**  TG p. 536: Understanding asides  TG p. 541: notice  and highlight the dashes on line 197.  TG p. 542: Analyze paradox  TG p. 544: notice a clause that is set within parentheses.  TG p. 545: Analyze hyperbole  TG p. 547: Analyze comic relief  TG p. 548: notice  and highlight the words and sounds repeated in these lines.  RL.1, RL.3, RL.4 | **Analyze the Text**  TG p. 551   * Infer * Connect/Deduce * Interpret/Assess | **Concept Vocabulary and Word Study**  TG p. 551  Words that relate to the transfer of power from one generation to the next:  Supplant  Succession  Heir  Latin Prefix: sub-  RL.1, L.4.b, RL.4.c | **Analyze Craft and Structure**  TG p. 552  Poetic Structures  Blank Verse  Iambic Pentameter  RL.5 | **Author’s Style**  TG p. 553  Word Choice  Characterization  Diction  RL.3, RL.4 |  |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Effective Expression** |
| **Days 8-9** | | | | | |
| **The Tempest Act III:**  **TG p. 554-571** | **Close Read**  TG p. 555: Understand stage directions  TG p. 558: Analyze metonymy  TG p. 560: find and  highlight words and phrases that relate to the king and his subjects.  TG p. 562: notice  and highlight the words that are related to sound.  TG p. 565: Analyze Hyperbole  TG p. 566: Analyze monologue  RL.5, L.4 | **Analyze the Text**  TG p. 569   * Interpret * Analyze * Answer the Essential Question | **Concept Vocabulary and Word Study**  TG p. 569  Words that relate to strength and bravery:  Valiant  Valour  Invulnerable  Vigilance  Latin Root: val-  RL.1, L.4.b | **Analyze Craft and Structure**  TG p. 570  Dramatic Structure  Plot  Subplots  RL.2, RL.5 | **Speaking and Listening**  TG p. 571  Dramatic Reading  SL.4.b, SL.6 |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | | **NOTES:** |
| **Day 10** | | | | | | |
| **The Tempest Act IV:**  **TG p. 572-585** | **Close Read**  TG p. 574: Analyze internal rhyme  TG p. 577: notice and  highlight the words that rhyme.  TG p. 578: notice  and highlight the change to short sentences and  clauses.  TG p.581: notice  and highlight the words that are repeated.  RL.4 | **Analyze the Text**  TG p. 583   * Compare and contrast * Evaluate * Analyze * Answer the Essential Question | **Concept Vocabulary and Word Study**  TG p. 583  Words that relate to beginning something new and making an  effort:  Opportune  Industrious Incite  Etymology  L.4, L.4.c | **Analyze Craft and Structure**  TG p. 584  Dramatic Structure  Dramatic speeches  Monologue  Soliloquy  Aside  RL.5 | **Author’s Style**  TG p. 585  Motif  RL.4 |  |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | **Effective Expression** | |
| **Day 11** | | | | | | |
| **The Tempest Act V:**  **TG p. 586-603** | **Close Read**  TG p. 587: Analyze Parallelism  TG p. 588: notice and  highlight the words that relate to feelings.  TG p. 591: notice  and highlight the details that make reference to Prospero having lost Miranda.  TG p. 592: notice  and highlight the adjectives that are used.  TG p. 595: Analyze figurative language  TG p. 596: notice and highlight the words that rhyme.  RL.4, L.1.a, L.4 | **Analyze the Text**  TG p. 598   * Interpret * Evaluate * Dramatic Irony * Support/Make a judgement * Synthesize | **Analyze Craft and Structure**  TG p. 599  Plot Structure  Resolution  Epilogue  RL.5 | **Concept Vocabulary and Word Study**  TG p. 600  Words that relate to forgiveness and  putting things right:  Penitent  Pardon  Merciful  Rectify  Latin root -pen-  L.4.b, L.4.c | **Writing to Sources**  TG p. 602  Literary Criticism  Critical essay  W.1, W.1.b | **Speaking and Listening**  TG p. 603  Oral Presentation  SL.3, SL.6 |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Effective Expression** | | **NOTES:** | |
| **Days 12-13** | | | | | | | |
| **En El Jardin**  **Caliban:**  **TG p. 604-613** | **Close Read**  TG p. 606: Analyze an Application | **Analyze the Text**  TG p. 611   * Interpret * Analyze * Answer the Essential Question | **Concept Vocabulary and Word Study**  TG p. 611  Words that relate to physical damage:  Swollen  Scarred  Cartilage  Welt  Sliver  Clench  L.5, L.6 | **Writing to compare**  TG p. 612-613  Compare and contrast essay  RL.9, W.9.2, W.9.a | |  | |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |
| **Performance Task: Writing Focus** | | | | | | |
| **Days 14-15** | | | | | | |
| TG p. 614-619  Write an Argument  Prompt: Is there more value in vengeance or virtue (forgiveness)?  Language Development: Conventions: Quotations and Paraphrases | | | | | Standards: W.1.a-e, W.4, W.5, W.9, W.9-10, L.1.b | |

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| **UNIT 5 Small-Group Learning GRADE 10 Virtue and Vengeance** | | | | | |
| **Introduction Day 16** | | | | | |
| **Poetry:** *They are hostile nations*  By Margaret Atwood  *Under a Certain Little Star*  *Wisława Szymborska,* translated by Joanna Trzeciak  **Speech:** *Let South Africa Show the World How to Forgive*By Desmond Tutu | **Performance-Based Assessment Task**  **Present an Argument**  Prompt: Does forgiveness first require an apology?  **SL.1.a, SL.1.c, SL.1.d, SL.4** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What motivates us to forgive? | **Unit Goals**  TG p. 494   * Evaluate written arguments by analyzing how authors state and support claims. **RI.1** * Expand knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write an argumentative essay in which you support claims using valid reasoning and relevant evidence.  **W.1** * Conduct research projects of various lengths to explore a topic and clarify meaning.**W.8.7** * Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words. **L.1c** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.2, RL.4, RL.9. RL.9-10 | **Reading Informational Text**  RI.2, RI.9-10 | **Speaking & Listening**  SL.1.a, SL.1.c, SL.1.d, SL.4 | **Language**  L.1, L.1.b, L.4.a, L.4.b, L.4.c, L.6 | **Writing**  W.4, W.5, W.6, W.7 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 17-22** | | | | | | |
| **They are Hostile Nations**  **Under a Certain Little Star**  **TG p. 624-633** | **Close Read**  TG p. 628: Analyze Structure  RL.5 | **Analyze the Text**  TG p. 630   * Review and Clarify * Present and Discuss * Answer the Essential Question   RL.1, SL.1, SL.4 | **Analyze Craft and Structure**  TG p. 631  Speaker  Tone  Theme  Audience    RL.2 | **Concept Vocabulary and Word Study**  TG p. 630  Words can be  used to describe  something or  someone who is  the recipient of  someone else’s  vengeance  Hounded  Target  Vulnerable  Animal Words  L.6 | **Author’s Style**  TG p. 632  Apostrophe  RL.4 | **Writing to Sources**  TG p. 633  Poem  W.4, W.5 |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or  describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | | | **Effective Expression** | |
| **Days 23-25** | | | | | | | | | |
| **Let South Africa Show the World**  **How to Forgive:**  **TG p. 634-643** | **Close Read**  TG p. 638: Decipher Social Commentary  RI.6 | **Analyze the Text**  TG p. 640   * Review and Clarify * Present and Discuss * Answer essential question   RI.1, SL.1. SL.4 | **Concept Vocabulary and Word Study**  TG p. 640  Words that have  to do with  government that  involves people  working together:  Democratic  Interdependence  Communal  Greek Root Word:  kratos  L.4.b, L.4.c | **Analyze Craft and Structure**  TG p. 641:  Persuasive Techniques  Anecdotes  RI.2 | | **Conventions**  TG p. 642  Types of Clauses  Relative clause  Relative pronouns  L.1, L.1.b | **Research**  TG p. 643  multimedia  presentation  Informational  slideshow  Illustrated  timeline  Website  W.6, W.7 | | |
| **First Read**  **Notice:** the general ideas of the text. What is it about?  Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | | | |
| **Day 26** | | | | | | | | |
| TG p. 644-645  Present an Argument  Prompt: Does forgiveness first require an apology? | | | | | | Standards: SL.1.a, SL.1.c, SL.1.d, SL.4 | | |
| **Overview: Independent Learning** | | | | | | | | |
| **Days 27-28** | | | | | | | | |
| TG p. 646-647, 648A-648F, 648-651  Select and read a story from selections available online   * The Sun Parlor by Dorothy West * The Forgiveness Project: Eric Lomax * A Dish Best Served Cold by Aminatta Forna * from Shakespeare and the French Poet by Yves Bonnefoy, translated by John Naughton * What We Plant, We Will Eat retold by S. E. Schlosser * Understanding Forgiveness by PBS | | | | | Standards: RL.9-10, RI.9-10 | | | |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 652-655  Writing to Sources: Argument  Writing Prompt: Can justice and forgiveness go hand in hand?  Speaking and Listening Outcome: Speech | Standards: W.1.a-e, W.9, W.9-10, SL.4 |

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| **GRADE 10, UNIT 6 : Blindness and Sight** | | | | | |
| **INTRODUCTION** | **Day 1** | **Unit Video**: Blind Teen Ben Underwood  **Discuss It:** How do Ben’s experiences and attitudes redefine what it means to have vision? | | **Unit Goals:** Reading, Writing & Research, Language, Speaking & Listening  **Academic Vocabulary:** Nonfiction Narrative  **Launch Text:** Just Six Dots: The Story of Braille (Lexile 970) | |
| **WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2** | | | | | |  |  |
| **Literature and Culture**  Historical Context: Oedipus the King  **Anchor Text (Drama):** *Oedipus the King, Parts I,II* by Sophocles, translated by Nicholas Rudall | **Performance-Based Assessment Task**  **Mode: Write a Narrative**  Write a Nonfiction Narrative  Prompt: Can we see ourselves as clearly as others see us?  Language Development: Sentence Structure  **W.3.a-e, W.9-10, L.1.b, L.2, L.2.a, L.2.c, L.4.c L.5** | **Whole-Class Learning Strategies:**   * Listen Actively * Clarify by asking questions * Monitor Understanding * Interact and Share ideas | **Essential Question**  What does it mean to see? | **Unit Goals**  TG p. 658   * Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes. **RL.2** * Expand knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write a narrative in which you convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. **W.3** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Correctly use varied sentence structures to add interest to writing and presentations. **L.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.5, RL.7, RL.9-10 | | **Speaking & Listening**  SL.1.d | **Language**  L.4.b, L.4.c, L.5, L.5.b | **Writing**  W.1, W.3, W.3.b, W.4, W.5, W.9.a | **NOTES:** |

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| **UNIT 6 Whole-Class Learning GRADE 10 Blindness and Sight** | | | | | | |
| **Making Meaning** | | | | | | **NOTES:** |
| **Days 3-8** | | | | | | |
| **Literature and Culture**  **Oedipus the King Part I:**  **TG p. 672-701** | **Close Read**  TG p. 675: Interpreting the Use  of Figurative Language  TG p. 677: notice the way Creon describes the effect of the murder.  TG p. 679: Analyzing the Function of the Chorus  TG p. 681: Notice ellipsis that show hesitation  TG p. 683: Understanding motive  TG: p. 684: notice and highlight a word that is used and repeated.  TG: p. 686: Infer Theme  TG: p. 689: notice and highlight the italicized words.  TG: p. 691: Understanding tragic flaw  TG: p. 693: notice  that Jocasta’s lines feature some repetition.  TG p. 695: Interpreting dynamic characters  TG p. 696: Analyze tragedy  RL.4, RL.5 | **Analyze the Text**  TG p. 699:   * Interpret * Connect * Criticize/Evaluate * Make a decision | **Analyze Craft and Structure**  TG p. 700  Structure of Greek Plays  Verse Drama  Prologue  Chorus  Parados  Episode  Odes  Paean  Exodos  RL.5 | **Concept Vocabulary and Word Study**  TG p. 699  Words that relate  to official  pronouncements:  Edicts  Decree  Proclamation  Latin Root: -dict-  L.4.b, L.4.c | **Author’s Style**  TG p. 701  Greek Chorus  Strophe  Antistrophe  Epode  Choragos  RL.5 |  |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | **Language Development** | | **Effective Expression** | |
| **Days 9-13** | | | | | | | |
| **Oedipus the King Part II:**  **TG p. 702-727** | **Close Read**  TG p. 703: notice words related to humility.  TG p. 705: Analyze dramatic irony  TG p. 706: notice and  highlight the questions.  TG p. 709: Analyzing images  TG p. 710: notice and  highlight the questions asked by the Shepherd.  TG p. 712: Analyzing theme  TG p. 715: notice and  highlight the places that Oedipus addresses.  TG p. 716: Analyzing images  TG p. 717: Analyzing a dynamic character  TG p. 720: Analyzing Hamartia or Tragic  Flaw  RL.2, RL.3 | **Analyze the Text**  TG p. 722   * Draw conclusions * Analyze * Make a judgement * Answer the Essential Question | **Analyze Craft and Structure**  TG p. 723  Elements of  Greek Tragedy  Tragedy  Tragic hero  Protagonist  Hamartia  Antagonist  Dramatic irony  RL.5 | **Concept Vocabulary and Word Study**  TG p. 724  Words relate to  predicting and  experiencing the  future  Prophecy  Oracle  Inexorable  Connotation and  Denotation  L.4.c, L.5, L.5.b | **Author’s Style**  TG p. 725  Rhetorical Devices:  Anaphora  RL.5, L.5 | **Writing to Sources**  TG p. 726  Dialogue  W.3, W.4, W.9.a,  PI.9A | **Speaking and Listening**  TG p. 727  Critique  RL.7, SL.1.d, W.1, W.9.a |
| **First Read**  **Notice:** Whom the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and by writing a brief summary of the selection |
| **Performance Task: Writing Focus** | | | | | | | | |
| **Days 14-15** | | | | | | | | |
| TG p. 728-731  Write a Nonfiction Narrative  Prompt: Can we see ourselves as clearly as others see us?  Language Development: Sentence Structure | | | | | Standards: W.3.a-e, W.4, W.5, W.9-10, L.1.b, L.2, L.2.a, L.2.c, L.4.c L.5 | | | |

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| **UNIT 6 Small-Group Learning GRADE 10 Blindness and Sight** | | | | | |
| **Introduction Day 16** | | | | | |
| **Letter:** *View From the Empire State Building* by Helen Keller  **Poetry Collection**: *Blind Fatima Naoot,* translated by Kees Nijland  *The Blind Seer of Ambon* by W. S. Merwin  *On His Blindness* by Jorge Luis Borges, translated by Robert Mezey  **Short Story:** *The Country of the Blind* by H*.* G. Wells  **Memoir:** *The Neglected Senses*  *from For the Benefit of Those Who See* by Rosemary Mahoney | **Performance-Based Assessment Task**  **Present an Oral Retelling**  Prompt: Can one have sight but no vision, or vision but no sight?  **SL.4, SL.4.b, SL.5** | **Small-Group Learning Strategies:**   * Prepare * Participate Fully * Support Others * Clarify   **Working as a Team**   1. Take a Position 2. List Your Rules 3. Apply the Rules 4. Name your Group 5. Create a Communication Plan   **Making a Schedule**  **Working on Group Projects** | **Essential Question**  What does it mean to see? | **Unit Goals**  TG p. 658   * Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes. **RL.2** * Expand knowledge and use of academic and concept vocabulary **RL.4,** **RI.4** * Write a narrative in which you convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. **W.3** * Conduct research projects of various lengths to explore a topic and clarify meaning. **W.8.7** * Correctly use varied sentence structures to add interest to writing and presentations. **L.1** * Collaborate with your team to build on the ideas of others, develop consensus, and communicate **SL.1** * Integrate audio, visuals, and text in presentations **SL.5** | |
| **Standards Covered** | | | | | |
| **Reading Literary Text**  RL.2, RL.4, RL.5, RL.9-10 | **Reading Informational Text**  RI.4, RI.9-10 | **Speaking & Listening**  SL.1, SL.1.a, SL.2, SL.3, SL.4, SL.4.a | **Language**  L.1, L.1.b, L.4, L.4.a, L.4.b, L.4.c, L.4.d, L.5, L.5.a | **Writing**  W.3, W.4, W.5, W.6, W.7 | **NOTES:** |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 17-18** | | | | | | |
| **View from the Empire State Building**  **TG p. 738-745** | **Close Read**  TG p. 739: Identify imagery  RI.4 | **Analyze the Text**  TG p. 742   * Review and Clarify * Present and Discuss * Answer the Essential Question   RI.1, SL.4 | **Analyze Craft and Structure**  TG p. 743  Author’s Choices:  Word Choice  Figurative language  Metaphor  Simile  Hyperbole  Personification    RI.4, L.5, L.5.a | **Concept Vocabulary and Word Study**  TG p. 742  Words describe  superlative power  Unconquerable  Dominating  Indomitable  Latin Root: -dom-  L.4, L.4.b | **Conventions**  TG p. 744  Types of phrases  Prepositional phrase  Adverbial phrase  L.1, L.1.b | **Research Project**  TG p. 745  Group  Presentation  Photo essay  Radio interview  SL.2, W.6, W.7 |
| **First Read**  **Notice:** the general ideas of the text. What is it about?  Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check by writing a brief summary of the selection |

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| **Making Meaning** | | | | | **Language Development** | | | **Effective Expression** |
| **Days 19-20** | | | | | | | | |
| **Blind**  **The Blind Seer of Ambron**  **On His Blindness:**  **TG p. 746-757** | **Close Read**  TG p. 752: Analyze Author’s purpose | **Analyze the Text**  TG p. 754   * Review and Clarify * Present and Discuss * Answer essential question   RL.1, SL.4 | **Concept Vocabulary and Word Study**  TG p. 754  Words that describe the  spectrum of life:  Transcend  Luminous  Elemental  Latin Root: -lum-  L.4, L.4.b | **Analyze Craft and Structure**  TG p. 755:  Figurative Language  Analogy  Theme  RL.2, RL.4, L.5, L.5.a | | **Author’s Style**  TG p. 756  Word Choice and Meaning  Imagery  Sensory details  Juxtaposition  Oxymoron  RL.2. RL.4, L.5, L.5.a | **Speaking and Listening**  TG p. 757  Oral Presentation  Recitation  Paraphrase  Round-table  discussion  SL.1, SL.3, SL.4 | |
| **First Read**  **Notice:** who or what is “speaking” the poem and  whether the poem tells a story or  describes a single moment.  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 21-23** | | | | | | |
| **The Country of the Blind**  **TG p. 758-785** | **Close Read**  TG p. 759: Analyze setting  TG p. 760: Analyze motivation  TG p. 762: Interpret sound devices  TG p. 764: Interpret figurative language  TG p. 766: Analyze narration  TG p. 769: Analyze irony  TG p. 770: Analyze foreshadowing  TG p. 773: Analyze rising action  TG p. 774: Analyze conflict  TG p. 777: Identify Parallelism  TG p. 778: Analyze dialogue  TG p. 780: Interpret imagery  RL.3, RL.4, RL.5, L.1.a | **Analyze the Text**  TG p. 782   * Review and Clarify * Present and Discuss * Answer essential question   RL.1, SL.1, SL.4 | **Concept Vocabulary and Word Study**  TG p. 782  Words that  describe confusion:  Incoherent  Perplexity  Delusions  Latin Root: -ludere-  L.4.b, L.4.c | **Analyze Craft and Structure**  TG p. 783:  Narrative Structure  Plot  Conflict  Exposition  Rising action  Climax  Falling action  Resolution  RL.5 | **Author’s Style**  TG p. 784  Narrative Pacing  Pace  Mood  RL.5 | **Writing to Sources**  TG p. 785  Response  Response to the  story  Retelling  Character  description  Dialogue  SL.1.a, W.3 |
| **First Read**  **Notice:** Who the story is about, what happens, where and when it happens, and why those involved react as they do  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check |

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| **Making Meaning** | | | | | **Language Development** | **Effective Expression** |
| **Days 24-25** | | | | | | |
| **The Neglected Senses**  **TG p. 786-801** | **Close Read**  TG p. 788: Analyzing description  TG p. 784: Identifying tone  TG p. 791: Understanding imagery  TG p. 793: Understanding point of view  RI.4, RI.6 | **Analyze the Text**  TG p. 798   * Review and Clarify * Present and Discuss * Answer essential question   RL.1, SL.1, SL.4 | **Concept Vocabulary and Word Study**  TG p. 798  Words related to  the idea of  movement or  traveling through  an environment:  Traversed  Navigating  Periphery  Latin Root: -vers-,  -vert-  L.4.b | **Analyze Craft and Structure**  TG p. 799:  Development of  Ideas  RI.5 | **Conventions**  TG p. 800  Types of phrases  Prepositional  phrase  Adjectival phrase  L.1, L.1.b | **Speaking and Listening**  TG p. 801  Oral Presentation  SL.1, SL.4.a, SL.6 |
| **First Read**  **Notice:** the general ideas of the text. What is it about?  Who is involved?  **Annotate:** Mark vocabulary and key passages to revisit  **Connect:** Ideas within selection to what you already know and have read  **Respond:** Complete Comprehension check and write a brief summary of the selection |
| **Small-Group Learning Performance Task: Speaking and Listening Focus** | | | | | | |
| **Day 26** | | | | | | |
| TG p. 802-803  Present an Oral Retelling  Prompt: Can one have sight but no vision, or vision but no sight? | | | | | Standards: SL.4, SL.4.b, SL.5 | |

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| **Overview: Independent Learning** | |
| **Days 27-28** | |
| TG p. 804-805, 806A-806F, 806-809  Select and read a story from selections available online   * from Blindness by José Saramago, translated by Giovanni Pontiero * Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight ABC News * How Your Eyes Trick Your Mind by Melissa Hogenboom * Blind, Yet Seeing: The Brain’s Subconscious Visual Sense by Benedict Carey * Experience: I First Saw My Wife Ten Years After We Married by Shandar Herian * Visual Neuroscience: Look and Learn by Apoorva Mandavilli | Standards: RL.9-10, RI.9-10 |

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| **End-of-Unit Performance-Based Assessment** | |
| **Days 29-30** | |
| TG p. 810-813  Writing to Sources: Nonfiction Narrative  Prompt: Is there a difference between seeing and knowing?  Speaking and Listening Outcome: Storytelling | Standards: W.3.a-e, W.9-10, SL.1, SL.1.a, SL.5, SL.6 |