**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 EssayPrompt: 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**
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|  **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 MoodTG: p. 14: Mark words that relate to imagination or alternate realityTG: p. 17: Note words that mark the absence of color and forceTG: p. 19: Look for dashes and parenthesisTG: p. 21: Analyze moodTG: p. 22: Analyze detailsTG: p. 24: Mark words that relate to physical actions and behaviorTG: p. 27: Mark words that suggest extremesTG: p. 29: Mark examples of repeated wordsRL.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. 33Literary Style:Gothic literatureRL.1, RL.5  | **Concept Vocabulary and Word Study**TG p. 34Words that conveydecay or destruction:AnnihilateAntiquityFissureDissolutionRendingTumultuousDenotation and ConnotationL.5, L.5.b | **Conventions:**TG p. 35Sentence Structure Independent clauseDependent, or subordinate, clauseL.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 settingTG p. 38: notice and highlight the details about how muchthe narrator’s sister, Irene, knits and what that says about her characterTG p. 40: Mark the short sentencesTG p. 42: Analyze ambiguityRL.3  | **Analyze the Text**TG p. 44* Interpret
* Connect
* Compare and contrast
* Extend
* Answer the Essential Question
 | **Analyze Craft and Structure**TG p. 45Literary Style:Magical realismToneRL.5, RL.6 | **Concept Vocabulary and Word Study**TG p. 46Words that express different types of emptiness, including those of emotion, sound, and space:spacious unvoicedobscurerecessedvestibulemuffledPatterns of Word ChangesL.4.b, L.5 | **Conventions**TG p. 47Types of Phrases:Preposition, Prepositional phrasesL.1, L.1.b | **Writing to Compare**TG p. 48-49Explanatory EssayRL.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 moodTG p. 53: Analyzing dictionTG p. 54: Interpreting graphicsRI.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:ReclusiveSinisterEtherealRI.4 | **Speaking and Listening**TG p. 57Informational graphicSL.2, SL.4, SL.5  |  |
| **First Review****NOTICE:** new information orideas 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. 58-63Write an Explanatory EssayPrompt: 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 PresentationPrompt: 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**
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|  **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 characterizationTG p. 71: Analyze simileTG p. 72: Analyze settingTG p. 73: Infer motivation TG p. 74: Analyze foreshadowingTG p. 76: Analyze conflictRL.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. 79Modern Gothic RL.5 | **Concept Vocabulary and Word Study**TG p. 78Words thatdescribe personalities:gregariousamiablystoicalSuffix: -lyL.2.c, L.4.b | **Author’s Style**TG p. 80Character DevelopmentRL.3  | **Writing to Sources**TG p. 81Option 1: prequelOption 2: sequelOption 3: police reportW.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 compositionTG p. 84: Analyze lightingTG p. 86: Analyze location | **Analyze the Media**TG p. 88 * Present and Discuss
* Review and Synthesize

SL.1  | **Media Vocabulary**TG p. 88compositionlocationsubjectlighting and colorperspective or angleRI.4, L.6 | **Speaking and** **Listening:** TG p. 89Visual PresentationSL.5, SL.6 |  |
| **First Review****Look:** at each image anddetermine 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 purposeTG p. 92: Evaluate evidenceTG 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. 97Author's Claims:InterviewRI.3 | **Concept Vocabulary and Word Study**TG p. 96Words all relatedto human responses, thoughts, and feelings:StimulusDissonanceCognitivePatterns of WordChangesL.4.b, L.6 | **Author’s Style**TG p. 98Scientific andTechnical DictionRI.4 | **Research**TG p. 99Digital Presentation‘SL.5, W.7  |
| **First Read****Notice:** the general ideas ofthe 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 PersonificationTG p. 104: Analyze rhyme schemeTG p. 106: Infer characterizationTG 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. 111Development ofTheme:Narrative poem SpeakerToneThemeImageryRL.2 | **Concept Vocabulary and Word Study**TG p. 110Words related toefforts to influence others:EntreatingImploreBeguilingAnglo-Saxon Prefix be-RL.4, L.4.b | **Author’s Style**TG p. 112Point of ViewFirst-Person Point of ViewOmniscient Point of ViewRL.5  | **Speaking and Listening**TG p. 113Group PresentationSL.1, SL.6 |
| **First Read****Notice:** who or what is “speaking” the poem and whether the poem tells a storyor 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. 114-115Deliver an Explanatory PresentationPrompt: 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, 118-121Select 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. 122-125Writing to Sources: Explanatory EssayWriting 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 imageryTG 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. 181Literary Movement:ModernismAbsurdist LiteratureAmbiguityFantastic/Dreamlike EventsThemes of Alienation RL.5  | **Concept Vocabulary and Word Study**TG p. 182Words related todiscomfort:Distress Amelioration Aversion Asphyxiation Listlessly Travail Denotation and ConnotationRI.4, L.5, L.5.b | **Conventions**TG p. 183Conventions:Types of PhrasesVerb Phrase L.1, L.1.b | **Writing to** **Sources**TG p. 184Movie PitchW.1, W.4  | **Speaking and Listening**TG p. 185DebateSL.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 allegoryTG 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 GrotesqueTG 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 allegoryTG p. 168: notice and highlight the nouns that name people.TG p. 170: Analyze allegoryTG p.172: notice and highlight the auxiliary, or helping, verbs.TG p. 175: Analyze allegoryTG 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 symbolismRI.5 | **Analyze the Media**TG p. 188* Interpret
* Contrast
* Inference
* Answer the Essential Question

  | **Media Vocabulary**TG p. 188Stock FootageSilhouetteCommentatorsBackground MusicEditingRI.1 | **Writing to** **Sources:** TG p. 189Visual AnalysisW.2 | **Speaking and** **Listening:** TG p. 189DiscussionSL.4 |
| **First Review****WATCH:** who speaks, what they say, and how they say it.**NOTE:** elements that you findinteresting 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. 190-195Write an ArgumentPrompt: 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 SymbolismTG p. 202: Analyze Narrator’s attitudeTG p. 204: Infer toneTG p. 206: Analyze climaxRL.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. 209Symbol and ThemeRL.2,  | **Concept Vocabulary and Word Study**TG p. 208Words that relate to hostile actions:sneeredspitefullyshunnedMultiple SuffixesL.4.b | **Author’s Style**TG p. 210Author’s Style: Diction and SyntaxDictionSyntaxToneRL.4 | **Writing to Sources**TG p. 211Response toLiteratureCharacter analysisCompositionCritical responseW.1 |
| **First Read****Notice:** whom the story is about, what happens, whereand 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 themeTG p. 216: Determine themeTG p. 218: Identify figurative languageRI.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. 221Poetic Forms:Free VerseEnd-stopped linesEnjambment linesProse PoemRL.5  | **Concept Vocabulary and Word Study**TG p. 220Words related to relationships among different social groups:entitledperspectiveinteractionsLatin Prefix: en-L.4.b, L.4.a | **Author’s Style**TG p. 222SonnetRL.5, RL.9 | **Speaking and Listening**TG p. 223Poetry ReadingSL.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. 225Analyze 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. 229Reasoning andEvidence:ArgumentClaimEvidenceVarietyCredibilityRelevanceRL.8 | **Concept Vocabulary and Word Study** TG p. 228Words all associated with vulnerability:MarginalizePariahBigotryDenotationsand ConnotationsL.4, L.5, L.5.b | **Author’s Style**TG p. 230Parallel StructureL.1, L.3 | **Speaking and Listening:**TG p. 231Multi-MediaPresentation Informational videoSocial media campaignPosterSL.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. 233Infer ToneTG p. 234: Analyze deductive reasoningTG p. 237: Infer social commentaryTG p. 238: Analyze figurative languageTG 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. 243Literary NonfictionLectureIntroductionRhetorical questionDiscussionRepetitionConclusionRI.2, RI.5 | **Concept Vocabulary and Word Study** TG p. 242Words that can be used in a discussion of attitudes and belief systems that alienate people from each otherDoctrineTotalitarianIdeologiesGreek Root –log-L.4.b | **Conventions**TG p. 244Types of PhrasesInfinitive Infinitive phraseL.1.b  | **Research:**TG p. 245Digital PresentationIllustrated TimelineSlide showVideoW.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. 246-247Deliver a Multimedia PresentationPrompt: 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, 250-253Select 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. 254-257Writing to Sources: ArgumentWriting 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 betweenpower 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**
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|  **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 speechTG p. 270: noticeand mark the details that express those things President Roosevelt believes to be absolute, or withoutcompromise.TG p. 272: notice and highlight the details that show thegroup of words that is repeated.TG p. 275: markchanges you see in sentence lengths.TG p. 276: Analyze rhetorical devicesRI.4, L.5  | **Analyze the Text**TG p. 278: * Connect
* Analyze
* Evaluate
* Answer the Essential Question
 | **Analyze Craft and Structure**TG p. 279Seminal Documents:Persuasive Appeals Central ideaPersuasive appealsAppeals to logicAppeals to emotionAppeals to authorityLogical fallacyRI.2, RI.6, RI.8, R.9, SL.3  | **Concept Vocabulary and Word Study**TG p. 280Words that relate to conflicts between or among nations or other political groups:PacificationDisarmamentAppeasement TreacheryPropagandaTyrannyLatin Root –pac-L.4.b, L.4.d | **Conventions**TG p. 281Types of PhrasesNoun phraseL.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 parallelismTG p. 284: noticeand mark the groups and nations the president discusses.TG p. 285: notice andmark the verbs that follow the word we.TG p. 286: Analyze alliterationL.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. 289Seminal Documents:Emotional Appeals PersuasionCharged LanguageRestatementRI.1, RI.2, RI.6, RI.9  | **Concept Vocabulary and Word Study**TG p. 290Words that relate to instances of physical or verbal confrontation:InvectiveBelaboringInvokeBeachheadRevolutionAsunderLatin root: -vol- and -volut-L.4.b, L.4.c | **Author’s Style**TG p. 291Use of LanguageRhetorical DevicesRepetitionParallelismAnaphoraAntithesisL.1.a, PI.6c | **Writing to Compare**TG p. 292-293Comparison-and-contrast essay: Historical contextRI.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. 296ToneInflectionGestureEnunciationL.4 | **Writing to Sources**TG p. 297NewspaperReportW.2  | **Speaking and Listening**TG p. 297NewscastSL.3, SL.4, SL.6 |
| **First Review****WATCH:** who speaks, what theysay, 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. 298-303Write an Informative EssayPrompt: 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 Nazimand 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 betweenpower 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**
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|  **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 ParallelismTG p. 312: Examine antithesisTG p. 313: Understand purposeRI.6, L.1.a  | **Analyze the Text**TG p. 315* Review and Clarify
* Analyze
* Answer the Essential Question
 | **Analyze Craft and Structure**TG p. 316Author’s Purpose: Rhetorical DevicesEvidenceAnecdoteProverbExamplesRI.2, RI.6  | **Concept Vocabulary and Word Study**TG p. 315Words related to the pursuit of human rights:BeneficentEnvoyInitiativeLatin Root: -bene-L.4.b | **Conventions:**TG p. 317Types of clausesAdverbial clauseSubordinating conjunctionsL.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 suspenseRL.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. 321Lead-InClose-Up ShotSlantRI.1, L.6 | **Writing to Compare**TG p. 322-323Explanatory EssayRI.7, W.2, W.9.b, PI.11 |  |
| **First Review****WATCH:** who speaks, what theysay, 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 ThemeRL.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. 333Author's Choices:Figurative LanguageSimileMetaphorExtended metaphorRL.1, RL.4, RL.6, PI.6C  | **Concept Vocabulary and Word Study**TG p. 332Words that havemultiple meanings:CurrentTrillFlurryMultiple meaning wordsL.4 | **Author’s Style**TG p. 334Specific DetailsImageImageryL.4  | **Writing to Sources**TG p. 335Poem 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 foreshadowingRL.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. 341Author’s Choices:SatireSocial commentaryToneRL.4, RL.6 | **Concept Vocabulary and Word Study**TG p. 340Words that relate to the idea of secretly fighting back against something or working against somethingSabotageInterceptSubversive Latin Prefix:sub- L.4.b, L.4.d  | **Author’s Style**TG p. 342Word Choicehyperbolecolloquial languageL.4  | **Speaking and** **Listening:** TG p. 343Small-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 graphicsRI.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. 348InfographicBar Graph Line GraphPie Chart RI.5.a, L.6 | **Research:** TG p. 349Presentation SL.1.b, SL.4, SL.5, SL.6, W.6 |  |
| **First Read****Notice:** new information orideas 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. 350-351Deliver a Multimedia PresentationPrompt: 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, 354-357Select 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. 358-361Writing to Sources: Informative EssayWriting 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 Familythe “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 toneTG p. 374: Analyze characterTG p. 377: noticeand highlight the punctuation the author uses to show hesitation.TG p. 379: noticeand highlight the shortest sentence. Underline repeated wordsTG p. 380: Analyze ironyRL.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. 383Literary Devices:IronySituational ironySurprise endingRL.5  | **Concept Vocabulary and Word Study**TG p. 384Words all related to elegance or high social status:RefinementSupplenessResplendentHomageGallantriesExquisiteLatin Prefix:-splenL.4.b, L.4.c | **Conventions**TG p. 385PunctuationSemicolonConjunctive adverbTransitional expressionL.2, L.2.a  | **Writing to Sources**TG p. 386Diary EntryW.2 | **Speaking and Listening**TG p. 387MonologueSL.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 characterTG 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. 397Development ofThemeTheme SettingHistorical and cultural contextCharactersPlot developmentDescriptionJuxtapositionRL.1, RL.2, RL.3, RL.5 | **Concept Vocabulary and Word Study**TG p. 398Words that relate to fortune, good or bad:AmenableSurrenderInfluenceBlessingsWindfallInestimableCompoundnounsL.2.c, L.3  | **Author’s Style**TG p. 399Character DevelopmentDialectRL.2, RL10.3, L.2, L.2.c | **Writing to Sources**TG p. 400CharacterAnalysisW.2 | **Speaking and Listening**TG p. 401Oral InterpretationSL.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. 406EgyptologyArtifactIconographyContextL.6 | **Speaking and Listening**TG p. 407PhotojournalismSL.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 andwant 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. 408-413Write an Informative EssayPrompt: 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 Hawthornethe 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 toneTG 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. 427Literary Journalism RI.6 | **Concept Vocabulary and Word Study**TG p. 426Words associatedwith exploiting the land:MaraudingIntemperateDespoiledLatin Root: -tempor- and -temper-L.4.b | **Author’s Style**TG p. 428Word ChoiceImagerySensory detailsRI.4, RI.5  | **Writing to****Sources:** TG p. 429Short StoryW.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 valuesTG p. 436: Analyze characterizationRL.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. 439Author’s Choices:Speaker and Point of ViewSpeakerFirst-Person Point of ViewThird-Person Point of ViewOmniscientLimited third-personToneRL.4, RL.5 | **Concept Vocabulary and Word Study**TG p. 438Words relating to gold/riches:Burnished Lustrous GildedLatin prefix:-lus-L.4, L.4.b, L.4.c | **Conventions**TG p. 440Types of ClausesNoun clauseL.1., L.1.b  | **Writing to Sources**TG p. 441Short StoryW.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 ironyTG p. 451: Identify AllusionTG p. 453: Analyze inversionTG p. 454: Identify MoralRL.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. 458Narrative StructureConflictPlotExpositionRising ActionInciting incidentClimaxFalling ActionResolutionRL.5 | **Concept Vocabulary and Word Study**TG p. 457Words relating togold/riches:Burnished Lustrous GildeLatin prefix:dur-L.4.b | **Conventions**TG p. 459Types of ClausesNoun clauseL.1,L.1.b  |  |
| **First Read****Notice:** whom the story is about, what happens, whereand 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 rhymeRL.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. 466Author’s Choices:Poetic StructureStanza RhymeExact rhymeSlant rhymeRhyme schemeEnd rhymeRL.5 | **Concept Vocabulary and Word Study**TG p. 465Words all related to something solid:MailObdurateOreLatin root:dur-L.4.b  | **Author’s Style:**TG p. 467Author’s Choices: Poetic StructureMeterFootIambEnjambmentRL.5  | **Writing to Compare:** TG. P. 468-469Argument:Compare and contrast essayRL.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 anecdoteTG 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. 477Literary Nonfiction: Feature Story Title Introduction Body ConclusionRI.5  | **Concept Vocabulary and Word Study**TG p. 476Words that can beused when discussing objects of value:ArtifactsLegacyMarvelLatin root: -fac-L.4.b, L.5 | **Author’s Style:**TG p. 478Sentence VarietyLong sentencesShort sentencesVaried sentence LengthsRI.5 | **Speaking and Listening:** TG. p. 479DebateSL.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. 480-481Deliver a Multimedia PresentationPrompt: 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, 485-487Select 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. 488-491Writing to Sources: Informative EssayWriting 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**
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|  **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 ActsTG p. 515: Understanding Iambic PentameterTG p. 517: Analyzing metaphorTG p. 519: Analyzing oxymoronTG 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 alliterationTG: p. 527: Mark the end punctuation in Miranda’s dialogueTG: p. 529: noticeand 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. 532Shakespeare’sRomances TragedyComedyRomanceRL.9-10, PI.12b | **Concept Vocabulary and Word Study**TG p. 531Words that all relate to betrayal:PerfidiousTreacherousUsurpSuffix: –ousRL.1, L.4.b  | **Writing to Sources**TG p. 533Paraphrasing 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 asidesTG p. 541: noticeand highlight the dashes on line 197.TG p. 542: Analyze paradoxTG p. 544: notice a clause that is set within parentheses.TG p. 545: Analyze hyperboleTG p. 547: Analyze comic reliefTG p. 548: noticeand 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. 551Words that relate to the transfer of power from one generation to the next:SupplantSuccessionHeirLatin Prefix: sub-RL.1, L.4.b, RL.4.c  | **Analyze Craft and Structure**TG p. 552Poetic StructuresBlank Verse Iambic PentameterRL.5 | **Author’s Style**TG p. 553Word ChoiceCharacterizationDictionRL.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 directionsTG p. 558: Analyze metonymyTG p. 560: find andhighlight words and phrases that relate to the king and his subjects.TG p. 562: noticeand highlight the words that are related to sound.TG p. 565: Analyze HyperboleTG p. 566: Analyze monologueRL.5, L.4  | **Analyze the Text**TG p. 569* Interpret
* Analyze
* Answer the Essential Question
 | **Concept Vocabulary and Word Study**TG p. 569Words that relate to strength and bravery:ValiantValourInvulnerable VigilanceLatin Root: val-RL.1, L.4.b | **Analyze Craft and Structure**TG p. 570Dramatic StructurePlotSubplotsRL.2, RL.5 | **Speaking and Listening**TG p. 571Dramatic ReadingSL.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 rhymeTG p. 577: notice andhighlight the words that rhyme.TG p. 578: noticeand highlight the change to short sentences and clauses.TG p.581: noticeand 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. 583Words that relate to beginning something new and making an effort:Opportune Industrious InciteEtymologyL.4, L.4.c | **Analyze Craft and Structure**TG p. 584Dramatic StructureDramatic speechesMonologue SoliloquyAsideRL.5  | **Author’s Style**TG p. 585MotifRL.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 ParallelismTG p. 588: notice andhighlight the words that relate to feelings.TG p. 591: noticeand highlight the details that make reference to Prospero having lost Miranda.TG p. 592: noticeand highlight the adjectives that are used.TG p. 595: Analyze figurative languageTG 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. 599Plot StructureResolutionEpilogueRL.5  | **Concept Vocabulary and Word Study**TG p. 600Words that relate to forgiveness and putting things right:PenitentPardonMercifulRectifyLatin root -pen-L.4.b, L.4.c | **Writing to Sources**TG p. 602Literary CriticismCritical essayW.1, W.1.b  | **Speaking and Listening**TG p. 603Oral PresentationSL.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. 611Words that relate to physical damage:SwollenScarredCartilageWeltSliverClenchL.5, L.6  | **Writing to compare**TG p. 612-613Compare and contrast essayRL.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. 614-619Write an ArgumentPrompt: 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 StructureRL.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. 631SpeakerToneThemeAudience RL.2  | **Concept Vocabulary and Word Study**TG p. 630Words can be used to describe something or someone who is the recipient of someone else’s vengeanceHoundedTargetVulnerableAnimal WordsL.6 | **Author’s Style**TG p. 632ApostropheRL.4  | **Writing to Sources**TG p. 633PoemW.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 CommentaryRI.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. 640Words that haveto do with government that involves people working together:DemocraticInterdependenceCommunalGreek Root Word:kratosL.4.b, L.4.c | **Analyze Craft and Structure**TG p. 641:Persuasive TechniquesAnecdotesRI.2 | **Conventions**TG p. 642Types of ClausesRelative clauseRelative pronounsL.1, L.1.b | **Research**TG p. 643multimediapresentationInformational slideshowIllustrated timelineWebsiteW.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. 644-645Present an ArgumentPrompt: 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, 648-651Select 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. 652-655Writing to Sources: ArgumentWriting 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 NarrativePrompt: 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 Useof Figurative LanguageTG p. 677: notice the way Creon describes the effect of the murder.TG p. 679: Analyzing the Function of the ChorusTG p. 681: Notice ellipsis that show hesitationTG p. 683: Understanding motiveTG: p. 684: notice and highlight a word that is used and repeated.TG: p. 686: Infer ThemeTG: p. 689: notice and highlight the italicized words.TG: p. 691: Understanding tragic flawTG: p. 693: noticethat Jocasta’s lines feature some repetition.TG p. 695: Interpreting dynamic charactersTG p. 696: Analyze tragedyRL.4, RL.5  | **Analyze the Text**TG p. 699: * Interpret
* Connect
* Criticize/Evaluate
* Make a decision

  | **Analyze Craft and Structure**TG p. 700Structure of Greek PlaysVerse DramaPrologueChorusParadosEpisodeOdesPaeanExodosRL.5 | **Concept Vocabulary and Word Study**TG p. 699Words that relateto official pronouncements:Edicts DecreeProclamationLatin Root: -dict-L.4.b, L.4.c  | **Author’s Style**TG p. 701Greek Chorus StropheAntistropheEpodeChoragosRL.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 ironyTG p. 706: notice andhighlight the questions.TG p. 709: Analyzing imagesTG p. 710: notice andhighlight the questions asked by the Shepherd.TG p. 712: Analyzing themeTG p. 715: notice andhighlight the places that Oedipus addresses.TG p. 716: Analyzing imagesTG p. 717: Analyzing a dynamic characterTG p. 720: Analyzing Hamartia or TragicFlawRL.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. 723Elements ofGreek TragedyTragedyTragic heroProtagonistHamartiaAntagonistDramatic ironyRL.5 | **Concept Vocabulary and Word Study**TG p. 724Words relate to predicting and experiencing the futureProphecyOracleInexorableConnotation andDenotationL.4.c, L.5, L.5.b | **Author’s Style**TG p. 725Rhetorical Devices:AnaphoraRL.5, L.5  | **Writing to Sources**TG p. 726DialogueW.3, W.4, W.9.a, PI.9A | **Speaking and Listening**TG p. 727CritiqueRL.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. 728-731Write a Nonfiction NarrativePrompt: 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 imageryRI.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. 743Author’s Choices:Word ChoiceFigurative languageMetaphorSimileHyperbolePersonification RI.4, L.5, L.5.a | **Concept Vocabulary and Word Study**TG p. 742Words describesuperlative powerUnconquerableDominatingIndomitableLatin Root: -dom-L.4, L.4.b | **Conventions**TG p. 744Types of phrasesPrepositional phraseAdverbial phraseL.1, L.1.b | **Research Project**TG p. 745Group PresentationPhoto essayRadio interviewSL.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. 754Words that describe the spectrum of life:TranscendLuminousElementalLatin Root: -lum-L.4, L.4.b | **Analyze Craft and Structure**TG p. 755:Figurative LanguageAnalogy ThemeRL.2, RL.4, L.5, L.5.a | **Author’s Style**TG p. 756Word Choice and MeaningImagerySensory detailsJuxtapositionOxymoronRL.2. RL.4, L.5, L.5.a | **Speaking and Listening**TG p. 757Oral PresentationRecitationParaphraseRound-table discussionSL.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 settingTG p. 760: Analyze motivationTG p. 762: Interpret sound devicesTG p. 764: Interpret figurative languageTG p. 766: Analyze narrationTG p. 769: Analyze ironyTG p. 770: Analyze foreshadowingTG p. 773: Analyze rising actionTG p. 774: Analyze conflictTG p. 777: Identify ParallelismTG p. 778: Analyze dialogueTG p. 780: Interpret imageryRL.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. 782Words that describe confusion:Incoherent Perplexity DelusionsLatin Root: -ludere-L.4.b, L.4.c | **Analyze Craft and Structure**TG p. 783:Narrative StructurePlotConflictExpositionRising actionClimaxFalling actionResolutionRL.5  | **Author’s Style**TG p. 784Narrative PacingPaceMoodRL.5 | **Writing to Sources**TG p. 785ResponseResponse to the storyRetellingCharacter descriptionDialogueSL.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 descriptionTG p. 784: Identifying toneTG p. 791: Understanding imageryTG p. 793: Understanding point of viewRI.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. 798Words related tothe idea of movement or traveling through an environment:TraversedNavigatingPeripheryLatin Root: -vers-, -vert-L.4.b | **Analyze Craft and Structure**TG p. 799:Development ofIdeasRI.5  | **Conventions**TG p. 800Types of phrasesPrepositional phraseAdjectival phraseL.1, L.1.b  | **Speaking and Listening**TG p. 801Oral PresentationSL.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. 802-803Present an Oral RetellingPrompt: 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, 806-809Select 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. 810-813Writing to Sources: Nonfiction NarrativePrompt: 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 |