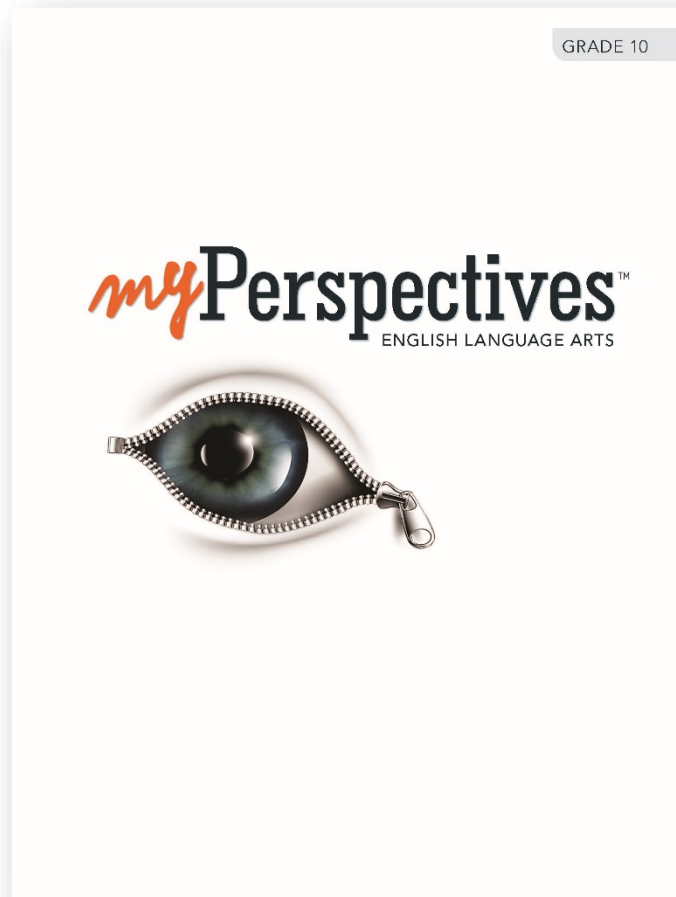


Grade 10 Curriculum Map



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): <i>The Fall of the House of Usher</i> by Edgar Allan Poe Anchor Text (Short Story): <i>House Taken Over</i> by Julio Cortázar Media (Informational Graphic): <i>from How to Tell You're Reading a Gothic Novel—In Pictures</i> 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: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What is the allure of fear?	Unit Goals: TG p. 4 <ul style="list-style-type: none"> • 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:

UNIT 1 Whole-Class Learning		GRADE 10		Inside the Nightmare		
Making Meaning		Language Development		NOTES:		
Days 3-7						
<p>The Fall of the House of Usher: TG p. 12-35</p> <p>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</p>	<p>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</p> <p>RL.2, RL.4</p>	<p>Analyze the Text TG p. 32</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Make inferences <input type="checkbox"/> Connect <input type="checkbox"/> Analyze and Evaluate <input type="checkbox"/> Answer the essential question <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 33 Literary Style: Gothic literature</p> <p>RL.1, RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 34</p> <p>Words that convey decay or destruction:</p> <p>Annihilate Antiquity Fissure Dissolution Rending Tumultuous</p> <p>Denotation and Connotation</p> <p>L.5, L.5.b</p>	<p>Conventions: TG p. 35 Sentence Structure</p> <p>Independent clause Dependent, or subordinate, clause</p> <p>L.1, L.1.b</p>	

Making Meaning			Language Development		Effective Expression	
Days 8-12						
<p>House Taken Over: TG p. 36-40</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 44</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Extend <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 45 Literary Style: Magical realism Tone</p>	<p>Concept Vocabulary and Word Study TG p. 46</p> <p>Words that express different types of emptiness, including those of emotion, sound, and space:</p> <p>spacious unvoiced obscure recessed vestibule muffled</p> <p>Patterns of Word Changes</p>	<p>Conventions TG p. 47 Types of Phrases: Preposition, Prepositional phrases</p>	<p>Writing to Compare TG p. 48-49 Explanatory Essay</p>
	RL.3		RL.5, RL.6	L.4.b, L.5	L.1, L.1.b	RL.5, W.2, W.5, W.9

Making Meaning			Language Development		NOTES:
Day 13					
<p>from How to Tell You're Reading a Gothic Novel: TG p. 50-57</p> <p>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</p>	<p>Close Read TG p. 51: Understanding mood TG p. 53: Analyzing diction TG p. 54: Interpreting graphics</p> <p>RI.5.a</p>	<p>Analyze the Text TG p. 56</p> <ul style="list-style-type: none"> <input type="checkbox"/> Make a judgment <input type="checkbox"/> Infer <input type="checkbox"/> Describe <input type="checkbox"/> Answer essential question <p>RL.1</p>	<p>Concept Vocabulary TG p. 56 Words that relate to different elements of Gothic literature:</p> <p>Reclusive Sinister Ethereal</p> <p>RI.4</p>	<p>Speaking and Listening TG p. 57 Informational graphic</p> <p>SL.2, SL.4, SL.5</p>	
Performance Task: Writing Focus					
Days 14-15					
<p>TG p. 58-63 Write an Explanatory Essay Prompt: How and when does imagination overcome reason? Language Development: Descriptive Details</p>				<p>Standards: W.a-f, W.3, W.3.d, W.4, W.5, W.9, W.9-10</p>	

UNIT 1 Small-Group Learning		GRADE 10		Inside the Nightmare	
Introduction Day 19					
<p>Short Story: <i>Where Is Here?</i> by Joyce Carol Oates</p> <p>Media (photo gallery): <i>from The Dream Collector</i> by Arthur Tress</p> <p>Interview: <i>Why Do Some Brains Enjoy Fear?</i> by Allegra Ringo</p> <p>Poetry Collection: <i>beware: do not read this poem</i> by Ishmael Reed <i>The Raven</i> by Edgar Allan Poe <i>Windigo</i> by Louise Erdrich</p>	<p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What is the allure of fear?</p>	<p>Unit Goals: TG p. 4</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text RL.1, RL.2, RL.3, RL.5, RL.9-10</p>	<p>Reading Informational Text RI.3, RI.4, RI.9-10</p>	<p>Speaking & Listening SL.1, SL.5, SL.6</p>	<p>Language L.4, L.4.a, L.4.b, L.5, L.5.b, L.6</p>	<p>Writing W.3, W.3.b, W.6, W.7</p>	<p>NOTES:</p>

Making Meaning					Language Development	Effective Expression
Days 17-18						
Where is Here? TG p. 68-81 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	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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

Making Meaning			Effective Expression	NOTES:
Days 17-18				
<p>from the Dream Collector TG p. 82-89</p> <p>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</p>	<p>Close Review TG p. 83: Analyze composition TG p. 84: Analyze lighting TG p. 86: Analyze location</p>	<p>Analyze the Media TG p. 88</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Review and Synthesize 	<p>Media Vocabulary TG p. 88</p> <p>composition location subject lighting and color perspective or angle</p>	<p>Speaking and Listening: TG p. 89</p> <p>Visual Presentation</p>
		SL.1	RI.4, L.6	SL.5, SL.6

Making Meaning				Language Development	Effective Expression	
Days 19-20						
<p>Why do Some Brains Enjoy Fear?: TG p. 90-99</p> <p>First Read Notice: the general ideas of the text. What is it about? Who is involved?</p> <p>Annotate: Mark vocabulary and key passages you want to revisit</p> <p>Connect: Ideas within the selection to what you already know and what you have already read</p> <p>Respond: Complete Comprehension check and write a brief summary of the selection</p>	<p>Close Read TG p. 91: Infer author's purpose TG p. 92: Evaluate evidence TG p. 94: Analyze diction</p>	<p>Analyze the Text TG p. 96</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 97 Author's Claims: Interview</p>	<p>Concept Vocabulary and Word Study TG p. 96</p> <p>Words all related to human responses, thoughts, and feelings:</p> <p>Stimulus Dissonance Cognitive</p> <p>Patterns of Word Changes</p>	<p>Author's Style TG p. 98 Scientific and Technical Diction</p>	<p>Research TG p. 99 Digital Presentation</p>
		SL.1, SL.4	RI.3	L.4.b, L.6	RI.4	SL.5, W.7

Making Meaning				Language Development	Effective Expression	
Days 21-22						
beware: do not read this poem The Raven Windigo: TG p. 100-113 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 you already know and what you have already read Respond: Complete Comprehension check	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 111 Development of Theme: Narrative poem Speaker Tone Theme Imagery	Concept Vocabulary and Word Study TG p. 110 Words related to efforts to influence others: Entreating Implore Beguiling Anglo-Saxon Prefix be-	Author’s Style TG p. 112 Point of View First-Person Point of View Omniscient Point of View	Speaking and Listening TG p. 113 Group Presentation
			SL.1, SL.4	RL.2	RL.4, L.4.b	RL.5
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		

Overview: Independent Learning	
Days 27-28	
TG p. 116-117, 118A-114D, 118-121 Select and read a story from selections available online <ul style="list-style-type: none"> • 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
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

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): <i>The Metamorphosis</i> by Franz Kafka, translated by Ian Johnston Media (Video): <i>Franz Kafka and Metamorphosis</i> 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: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question Do people need to belong?	Unit Goals: TG p. 128 <ul style="list-style-type: none"> • 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:

UNIT 2 Whole-Class Learning			GRADE 10		Outsiders and Outcasts		
Making Meaning			Language Development		Effective Expression		
Days 3-11							
<p>The Metamorphosis: TG p. 136-185</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 180</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Make a judgement <input type="checkbox"/> Hypothesize <input type="checkbox"/> Answer Essential Question 	<p>Analyze Craft and Structure TG p. 181 Literary Movement: Modernism Absurdist Literature Ambiguity Fantastic/Dreamlike Events Themes of Alienation</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 182</p> <p>Words related to discomfort: Distress Amelioration Aversion Asphyxiation Listlessly Travail Denotation and Connotation</p> <p>RI.4, L.5, L.5.b</p>	<p>Conventions TG p. 183 Conventions: Types of Phrases Verb Phrase</p> <p>L.1, L.1.b</p>	<p>Writing to Sources TG p. 184 Movie Pitch</p> <p>W.1, W.4</p>	<p>Speaking and Listening TG p. 185 Debate</p> <p>SL.1, SL.3, SL.6</p>
	<p>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.</p> <p>RL.3, RL.4, L.1, L.5, L.5.a</p>						

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	Analyze the Media TG p. 188 <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Contrast <input type="checkbox"/> Inference <input type="checkbox"/> Answer the Essential Question 	Media Vocabulary TG p. 188 Stock Footage Silhouette Commentators Background Music Editing	Writing to Sources: TG p. 189 Visual Analysis	Speaking and Listening: TG p. 189 Discussion
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	RI.5		RI.1	W.2	SL.4
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		

UNIT 2 Small-Group Learning		GRADE 10		Outsiders and Outcasts	
Introduction Day 16					
<p>Short Story: <i>The Doll's House</i> by Katherine Mansfield</p> <p>Poetry Collection: <i>Sonnet, With Bird</i> by Sherman Alexie</p> <p><i>Elliptical</i> by Harryette Mullen</p> <p><i>Fences</i> by Pat Mora</p> <p>Argument: <i>Revenge of the Geeks</i> By Alexandra Robbins</p> <p>Lecture: <i>Encountering the Other: The Challenge for the 21st Century</i> by Ryszard Kapuscinski</p>	<p>Performance-Based Assessment Task</p> <p>Speaking and Listening Focus: Deliver a Multimedia Presentation</p> <p>Prompt: Is difference a weakness? Is sameness a strength?</p> <p>SL.4, SL.5, SL.1.b</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>Do people need to belong?</p>	<p>Unit Goals:</p> <p>TG p. 128</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text</p> <p>RL.2, RL.4, RL.5, RL.9, RL.9-10</p>	<p>Reading Informational Text</p> <p>RI.5, RI.8</p>	<p>Speaking & Listening</p> <p>SL.3, SL.4, SL.4.b, SL.5, SL.6</p>	<p>Language</p> <p>L.1.a, L.1.b, L.4, L.4.b, L.4.d, L.5.b</p>	<p>Writing</p> <p>W.1, W.6, W.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-19						
The Doll's House TG p. 200-211 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	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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

Making Meaning				Language Development	Effective Expression	
Day 20-21						
Sonnet with Bird Elliptical Fences: TG p. 212-223 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	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 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> 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

Making Meaning				Language Development	Effective Expression	
Days 22-23						
Revenge of the Geeks: TG p. 224-231 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	Close Read TG p. 225 Analyze diction	Analyze the Text TG p. 228 <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question	Analyze Craft and Structure TG p. 229 Reasoning and Evidence: Argument Claim Evidence Variety Credibility Relevance	Author's Style TG p. 230 Parallel Structure	Author's Style TG p. 230 Parallel Structure	Speaking and Listening: TG p. 231 Multi-Media Presentation Informational video Social media campaign Poster SL.1.b, SL.4, SL.5
		SL.1, SL.4	RL.8	L.4, L.5, L.5.b	L.1, L.3	

Making Meaning				Language Development	Effective Expression	
Days 24-25						
<p>Encountering the Other: The Challenge for the 21st Century: TG p. 232-245</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 242</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and clarify <input type="checkbox"/> Present and discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 243 Literary Nonfiction</p> <p>Lecture Introduction Rhetorical question Discussion Repetition Conclusion</p>	<p>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</p> <p>Doctrine Totalitarian Ideologies</p> <p>Greek Root –log-</p>	<p>Conventions TG p. 244 Types of Phrases</p> <p>Infinitive Infinitive phrase</p>	<p>Research: TG p. 245 Digital Presentation</p> <p>Illustrated Timeline Slide show Video</p>
		SL.1, SL.4	RI.2, RI.5	L.4.b	L.1.b	W.6, W.8
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 246-247 Deliver a Multimedia Presentation Prompt: Is difference a weakness? Is sameness a strength?</p>				Standards: SL.4, SL.5, SL.1.b		

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

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

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): <i>from The “Four Freedoms” Speech</i> by Franklin D. Roosevelt Anchor Text (Letter): <i>Inaugural Address</i> by John F. Kennedy Media (Video): <i>Inaugural Address</i> 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: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What is the relationship between power and freedom?	Unit Goals: TG p. 260 <ul style="list-style-type: none"> • 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:

UNIT 3 Whole-Class Learning			GRADE 10		Expanding Freedom's Reach	
Making Meaning			Language Development		NOTES:	
Days 3-6						
<p>from The "Four Freedoms" Speech: TG p. 268-281</p> <p>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</p>	<p>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</p> <p>RI.4, L.5</p>	<p>Analyze the Text TG p. 278:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Connect <input type="checkbox"/> Analyze <input type="checkbox"/> Evaluate <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 279 Seminal Documents:</p> <p>Persuasive Appeals Central idea Persuasive appeals Appeals to logic Appeals to emotion Appeals to authority Logical fallacy</p> <p>RI.2, RI.6, RI.8, R.9, SL.3</p>	<p>Concept Vocabulary and Word Study TG p. 280 Words that relate to conflicts between or among nations or other political groups:</p> <p>Pacification Disarmament Appeasement Treachery Propaganda Tyranny</p> <p>Latin Root –pac-</p> <p>L.4.b, L.4.d</p>	<p>Conventions TG p. 281 Types of Phrases</p> <p>Noun phrase</p> <p>L.1, L.1.b, L.4</p>	

Making Meaning			Language Development		Effective Expression	
Days 7-10						
<p>Inaugural Address: TG p. 282-293</p> <p>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</p>	<p>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</p>	<p>Analyze the Text TG p. 288</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Interpret <input type="checkbox"/> Infer <input type="checkbox"/> Speculate <input type="checkbox"/> Synthesize <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 289 Seminal Documents: Emotional Appeals Persuasion Charged Language Restatement</p>	<p>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-</p>	<p>Author's Style TG p. 291 Use of Language Rhetorical Devices Repetition Parallelism Anaphora Antithesis</p>	<p>Writing to Compare TG p. 292-293 Comparison-and-contrast essay: Historical context</p>
	L.1.a		RI.1, RI.2, RI.6, RI.9	L.4.b, L.4.c	L.1.a, PI.6c	RI.9, W.2, W.5, W.9.b

Making Meaning		Language Development		Effective Expression	
Days 11-13					
Inaugural Address TG p. 294-297 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	Close Review TG p. 295: Analyze Gestures	Analyze the Media TG p. 296 <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Generalize <input type="checkbox"/> Make a judgement <input type="checkbox"/> 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
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		

UNIT 3 Small-Group Learning		GRADE 10		Expanding Freedom's Reach	
Introduction Day 16					
<p>Speech <i>Speech at the United Nations</i> By Malala Yousafzai</p> <p>Media (Interview): <i>Diane Sawyer Interviews Malala Yousafzai</i> ABC News</p> <p>Poetry: <i>Caged Bird</i> by Maya Angelou <i>Some Advice To Those Who Will Serve Time in Prison</i> by Nazim and Mutlu Konuk</p> <p>Short Story: <i>The Censors</i> By Luisa Valenzuela, translated by David Unger</p> <p>Media (Infographic): <i>from Freedom of the Press Report 2015</i> Freedom House</p>	<p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What is the relationship between power and freedom?</p>	<p>Unit Goals: TG p. 260</p> <ul style="list-style-type: none"> • 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:

Making Meaning				Language Development	NOTES:
Day 17-18					
<p>Speech at the United Nations TG p. 308-317</p> <p>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</p>	<p>Close Read TG p. 311: Analyze Parallelism TG p. 312: Examine antithesis TG p. 313: Understand purpose</p>	<p>Analyze the Text TG p. 315</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 316</p> <p>Author's Purpose:</p> <p>Rhetorical Devices Evidence Anecdote Proverb Examples</p>	<p>Concept Vocabulary and Word Study TG p. 315</p> <p>Words related to the pursuit of human rights:</p> <p>Beneficent Envoy Initiative</p> <p>Latin Root: -bene-</p>	<p>Conventions: TG p. 317</p> <p>Types of clauses</p> <p>Adverbial clause Subordinating conjunctions</p>
	RI.6, L.1.a		RI.2, RI.6	L.4.b	L.1.b

Making Meaning			Language Development	NOTES:
Days 19				
<p>Diane Sawyer Interviews Malala Yousafzai: TG p. 318-323</p> <p>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</p>	<p>Close Review TG p. 319: Analyzing suspense</p> <p>RL.4</p>	<p>Analyze the Media TG p. 321</p> <ul style="list-style-type: none"> <input type="checkbox"/> Present and discuss <input type="checkbox"/> Review and synthesize <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 321</p> <p>Lead-In Close-Up Shot Slant</p> <p>RI.1, L.6</p>	<p>Writing to Compare TG p. 322-323 Explanatory Essay</p> <p>RI.7, W.2, W.9.b, PI.11</p>

Making Meaning				Language Development	Effective Expression	
Days 20-21						
<p>Caged Bird Some Advice to those who will serve time in prison: TG p. 324-335</p> <p>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</p>	<p>Close Read TG p. 328: Identify Theme</p>	<p>Analyze the Text TG p. 332</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 333 Author's Choices:</p> <p>Figurative Language Simile Metaphor Extended metaphor</p>	<p>Concept Vocabulary and Word Study TG p. 332 Words that have multiple meanings:</p> <p>Current Trill Flurry</p> <p>Multiple meaning words</p>	<p>Author’s Style TG p. 334 Specific Details</p> <p>Image Imagery</p>	<p>Writing to Sources TG p. 335</p> <p>Poem</p>
	RL.2	SL.1, SL.4	RL.1, RL.4, RL.6, PI.6C	L.4	L.4	W.3, W.e.d

Making Meaning				Language Development	Effective Expression	
Days 22-23						
<p>The Censors: TG p. 336-343</p> <p>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</p>	<p>Close Read TG p. 337: Identify foreshadowing</p>	<p>Analyze the Text TG p. 340</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 341 Author's Choices:</p> <p>Satire Social commentary Tone</p>	<p>Concept Vocabulary and Word Study TG p. 340 Words that relate to the idea of secretly fighting back against something or working against something</p> <p>Sabotage Intercept Subversive</p> <p>Latin Prefix: sub-</p>	<p>Author's Style TG p. 342 Word Choice</p> <p>hyperbole colloquial language</p>	<p>Speaking and Listening: TG p. 343</p> <p>Small-Group Discussion</p>
	RL.6	SL.1, SL.4	RL.4, RL.6	L.4.b, L.4.d	L.4	SL.1, L.5.a

Making Meaning			Effective Expression	NOTES:
Days 24-25				
<p>Freedom of the Press 2015: TG p. 344-349</p> <p>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</p>	<p>Close Review TG p. 346: Interpret graphics</p> <p>RI.5.a</p>	<p>Analyze the Media TG p. 348</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Media Vocabulary TG p. 348</p> <p>Infographic Bar Graph Line Graph Pie Chart</p> <p>RI.5.a, L.6</p>	<p>Research: TG p. 349</p> <p>Presentation</p> <p>SL.1.b, SL.4, SL.5, SL.6, W.6</p>
Small-Group Learning Performance Task: Speaking and Listening Focus				
Day 26				
<p>TG p. 350-351 Deliver a Multimedia Presentation Prompt: When, if ever, are limits on freedom necessary?</p>			<p>Standards: SL.4, SL.1.a, SL.1.b, SL.5, SL.6</p>	

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

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

GRADE 10, UNIT 4 : All That Glitters

INTRODUCTION	Day 1	<p>Unit Video: 14-Year-Old Teaches Family the “Power of Half”</p> <p>Discuss It: Why do people acquire more than they need? Write your response before sharing your ideas.</p>	<p>Unit Goals: Reading, Writing & Research, Language, Speaking & Listening</p> <p>Academic Vocabulary: Informative Text</p> <p>Launch Text: I Came, I Saw, I Shopped (Lexile 990)</p>
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WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2

<p>Anchor Text (Short Story): <i>The Necklace</i> by Guy de Maupassant, translated by MacAndrew</p> <p>Anchor Text (Short Story): <i>Civil Peace</i> by Chinua Achebe</p> <p>Media (Photo Gallery): Fit for a King: Treasures of Tutankhamun</p>	<p>Performance-Based Assessment Task</p> <p>Write an Informative Essay</p> <p>Prompt: What makes something valuable? What makes something a treasure?</p> <p>Language Development: Conjunctive Adverbs and Semicolons</p> <p>W.9.2.a-f, W.9.5, W.9.9-10, L.9.2, L.9.2.a</p>	<p>Whole-Class Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	<p>Essential Question</p> <p>What do our possessions reveal about us?</p>	<p>Unit Goals:</p> <p>TG p. 358</p> <ul style="list-style-type: none"> • 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
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Standards Covered

<p>Reading Literary Text</p> <p>RL.1, RL.2, RL.3, RL.5, RL.6, RL.9-10</p>	<p>Reading Informational Text</p> <p>RI.1</p>	<p>Speaking & Listening</p> <p>SL.4, SL.4.b, SL.5, SL.6</p>	<p>Language</p> <p>L.2, L.2.a, L.2.c, L.3, L.4.b, L.4.c, L.6</p>	<p>Writing</p> <p>W.2, W.6</p>	<p>NOTES:</p>
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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 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. 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 <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Make a judgement <input type="checkbox"/> 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

Making Meaning				Language Development		Effective Expression	
Days 8-11							
Civil Peace: TG p. 388-401 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. 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.	Analyze the Text TG p. 396 <input type="checkbox"/> Interpret <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Infer <input type="checkbox"/> Connect <input type="checkbox"/> Answer essential question	Analyze Craft and Structure TG p. 397 Development of Theme Theme Setting Historical and cultural context Characters Plot development Description Juxtaposition	Concept Vocabulary and Word Study TG p. 398 Words that relate to fortune, good or bad: Amenable Surrender Influence Blessings Windfall Inestimable Compound nouns	Author's Style TG p. 399 Character Development Dialect	Writing to Sources TG p. 400 Character Analysis	Speaking and Listening TG p. 401 Oral Interpretation
	RL.3, RL.4, L.5.a	RL.1	RL.1, RL.2, RL.3, RL.5	L.2.c, L.3	RL.2, RL10.3, L.2, L.2.c	W.2	SL.4, SL.4.b

Making Meaning		Language Development		Effective Expression
Days 12-13				
Fit for a King: Treasures of Tutankhamun: TG p. 402-407 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	Close Review TG p. 403: Analyze photographs TG p. 405: Analyze photographs	Analyze the Media TG p. 406 <input type="checkbox"/> Generalize <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Analyze/Evaluate <input type="checkbox"/> Modify <input type="checkbox"/> 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
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	

UNIT 4 Small-Group Learning		GRADE 10		All That Glitters	
Introduction Day 16					
<p>Journalism: <i>In La Rinconada, Peru, Searching for Beauty in Ugliness</i> by Marie Arana</p> <p>POETRY COLLECTION: <i>Avarice</i> by Yusef Komunyakaa <i>The Good Life</i> by Tracy K. Smith <i>Money</i> by Reginald Gibbons</p> <p>Short Story: <i>The Golden Touch</i> By Nathaniel Hawthorne the imaginations of thousands?</p> <p>POETRY: <i>from King Midas</i> by Howard Moss</p> <p>MAGAZINE ARTICLE: <i>The Thrill of the Chase</i> by Margie Goldsmith</p>	<p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What do our possessions reveal about us?</p>	<p>Unit Goals: TG p. 358</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text RL.4, RL.5, RL.9-10</p>	<p>Reading Informational Text RI.4, RI.5, RI.6, RI.9-10</p>	<p>Speaking & Listening SL.1,a-d, SL.4.a, SL.5</p>	<p>Language L.1, L.1.b, L.4, L.4.a, L.4.b, L.4.d, L.5, L.5.b</p>	<p>Writing W.3, W.6</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 16-19						
<p>In La Rinconada, Peru, Searching for Beauty in Ugliness TG p. 418-429</p> <p>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</p>	<p>Close Read TG p. 421: Infer tone TG p. 422: Identify irony</p>	<p>Analyze the Text TG p. 426</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 427 Literary Journalism</p>	<p>Concept Vocabulary and Word Study TG p. 426 Words associated with exploiting the land:</p> <p>Marauding Intemperate Despoiled</p> <p>Latin Root: -tempor- and -temper-</p>	<p>Author's Style TG p. 428 Word Choice</p> <p>Imagery Sensory details</p>	<p>Writing to Sources: TG p. 429</p> <p>Short Story</p>
		SL.1, SL.4	RI.6	L.4.b	RI.4, RI.5	W.3

Making Meaning				Language Development	Effective Expression	
Day 20-22						
<p>Avarice The Good Life Money: TG p. 430-441</p> <p>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</p>	<p>Close Read TG p. 434: Inferring a character’s values TG p. 436: Analyze characterization</p>	<p>Analyze the Text TG p. 438</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 439 Author’s Choices:</p> <p>Speaker and Point of View</p> <p>Speaker First-Person Point of View Third-Person Point of View Omniscient Limited third-person Tone</p>	<p>Concept Vocabulary and Word Study TG p. 438</p> <p>Words relating to gold/riches:</p> <p>Burnished Lustrous Gilded</p> <p>Latin prefix: -lus-</p>	<p>Conventions TG p. 440 Types of Clauses</p> <p>Noun clause</p>	<p>Writing to Sources TG p. 441 Short Story</p>
	RL.3	SL.1, SL.9.4	RL.4, RL.5	L.4, L.4.b, L.4.c	L.1., L.1.b	W.9.3

Making Meaning				Language Development	NOTES:	
Day 23						
<p>The Golden Touch: TG p. 442-459</p> <p>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</p>	<p>Close Read TG p. 448: Interpret irony TG p. 451: Identify Allusion TG p. 453: Analyze inversion TG p. 454: Identify Moral</p>	<p>Analyze the Text TG p. 457</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 458 Narrative Structure</p> <p>Conflict Plot Exposition Rising Action Inciting incident Climax Falling Action Resolution</p>	<p>Concept Vocabulary and Word Study TG p. 457</p> <p>Words relating to gold/riches:</p> <p>Burnished Lustrous Gilde</p> <p>Latin prefix: dur-</p>	<p>Conventions TG p. 459 Types of Clauses</p> <p>Noun clause</p>	
	RL.4	SL.1, SL.4	RL.5	L.4.b	L.1,L.1.b	

Making Meaning					Effective Expression	
Day 24						
<p>From King Midas: TG p. 460-469</p> <p>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</p>	<p>Close Read TG p. 463: Analyze rhyme</p>	<p>Analyze the Text TG p. 465</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 466 Author’s Choices: Poetic Structure</p> <p>Stanza Rhyme Exact rhyme Slant rhyme Rhyme scheme End rhyme</p>	<p>Concept Vocabulary and Word Study TG p. 465</p> <p>Words all related to something solid:</p> <p>Mail Obdurate Ore</p> <p>Latin root: dur-</p>	<p>Author’s Style: TG p. 467 Author’s Choices: Poetic Structure</p> <p>Meter Foot Iamb Enjambment</p>	<p>Writing to Compare: TG. P. 468-469 Argument: Compare and contrast essay</p>
	RL.5	SL.1, SL.4	RL.5	L.4.b	RL.5	RL.7, RL.9, W.9.a

Making Meaning				Language Development	Effective Expression	
Day 25						
<p>The Thrill of the Chase: TG p. 470-479</p> <p>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</p>	<p>Close Read TG p. 473: Analyzing anecdote TG p. 474: Analyzing denotation and connotation</p>	<p>Analyze the Text TG p. 476</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>SL.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 477</p> <p>Literary Nonfiction:</p> <p>Feature Story Title Introduction Body Conclusion</p> <p>RI.5</p>	<p>Concept Vocabulary and Word Study TG p. 476</p> <p>Words that can be used when discussing objects of value:</p> <p>Artifacts Legacy Marvel</p> <p>Latin root: -fac-</p> <p>L.4.b, L.5</p>	<p>Author's Style: TG p. 478 Sentence Variety</p> <p>Long sentences Short sentences Varied sentence Lengths</p> <p>RI.5</p>	<p>Speaking and Listening: TG. p. 479 Debate</p> <p>SL.1.a, SL.1.c, SL.1.d</p>
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>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?</p>				<p>Standards: SL.4, SL.4.a, SL.5</p>		

Overview: Independent Learning	
Days 27-28	
TG p. 482-483, 484A-484f, 485-487 Select and read a story from selections available online <ul style="list-style-type: none"> • 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
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

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): <i>The Tempest</i> by William Shakespeare Anchor Text (Poetry): <i>En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection</i> by Virgil Suárez <i>Caliban</i> 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: <ul style="list-style-type: none"> <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas 	Essential Question What motivates us to forgive?	Unit Goals TG p. 494 <ul style="list-style-type: none"> • 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.c, L.4.d, L.5, L.6	Writing W.1, W.1.b, W.2, W.4, W.9.1	NOTES:

UNIT 5 Whole-Class Learning			GRADE 10	Virtue and Vengeance	
Making Meaning				Effective Expression	
Days 3-5					
<p>Historical Context Elizabethan England: TG p. 500-509 The Tempest Act I: TG p. 510-533</p> <p>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</p>	<p>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.</p> <p>RL.2, RL.3, RL.4, RL.5</p>	<p>Analyze the Text TG p. 531: <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Infer/Evaluate</p> <p>RL.1</p>	<p>Analyze Craft and Structure TG p. 532 Shakespeare's Romances Tragedy Comedy Romance</p> <p>RL.9-10, PI.12b</p>	<p>Concept Vocabulary and Word Study TG p. 531 Words that all relate to betrayal: Perfidious Treacherous Usurp Suffix: –ous</p> <p>RL.1, L.4.b</p>	<p>Writing to Sources TG p. 533 Paraphrasing</p> <p>W.4</p>

Making Meaning			Language Development			NOTES:
Days 6-7						
<p>The Tempest Act II: TG p. 534-553</p> <p>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</p>	<p>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.</p> <p>RL.1, RL.3, RL.4</p>	<p>Analyze the Text TG p. 551</p> <ul style="list-style-type: none"> <input type="checkbox"/> Infer <input type="checkbox"/> Connect/Deduce <input type="checkbox"/> Interpret/Assess 	<p>Concept Vocabulary and Word Study TG p. 551 Words that relate to the transfer of power from one generation to the next:</p> <p>Supplant Succession Heir</p> <p>Latin Prefix: sub-</p> <p>RL.1, L.4.b, RL.4.c</p>	<p>Analyze Craft and Structure TG p. 552 Poetic Structures</p> <p>Blank Verse Iambic Pentameter</p> <p>RL.5</p>	<p>Author's Style TG p. 553</p> <p>Word Choice</p> <p>Characterization Diction</p> <p>RL.3, RL.4</p>	

Making Meaning				Effective Expression	
Days 8-9					
<p>The Tempest Act III: TG p. 554-571</p> <p>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</p>	<p>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</p> <p>RL.5, L.4</p>	<p>Analyze the Text TG p. 569</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary and Word Study TG p. 569 Words that relate to strength and bravery:</p> <p>Valiant Valour Invulnerable Vigilance</p> <p>Latin Root: val-</p> <p>RL.1, L.4.b</p>	<p>Analyze Craft and Structure TG p. 570 Dramatic Structure</p> <p>Plot Subplots</p> <p>RL.2, RL.5</p>	<p>Speaking and Listening TG p. 571 Dramatic Reading</p> <p>SL.4.b, SL.6</p>

Making Meaning						NOTES:
Day 10						
<p>The Tempest Act IV: TG p. 572-585</p> <p>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</p>	<p>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.</p> <p>RL.4</p>	<p>Analyze the Text TG p. 583</p> <ul style="list-style-type: none"> <input type="checkbox"/> Compare and contrast <input type="checkbox"/> Evaluate <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary and Word Study TG p. 583 Words that relate to beginning something new and making an effort:</p> <p>Opportune Industrious Incite</p> <p>Etymology</p> <p>L.4, L.4.c</p>	<p>Analyze Craft and Structure TG p. 584 Dramatic Structure</p> <p>Dramatic speeches Monologue Soliloquy Aside</p> <p>RL.5</p>	<p>Author's Style TG p. 585 Motif</p> <p>RL.4</p>	

Making Meaning			Language Development		Effective Expression	
Day 11						
<p>The Tempest Act V: TG p. 586-603</p> <p>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</p>	<p>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.</p> <p>RL.4, L.1.a, L.4</p>	<p>Analyze the Text TG p. 598</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Evaluate <input type="checkbox"/> Dramatic Irony <input type="checkbox"/> Support/Make a judgement <input type="checkbox"/> Synthesize 	<p>Analyze Craft and Structure TG p. 599 Plot Structure</p> <p>Resolution Epilogue</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 600</p> <p>Words that relate to forgiveness and putting things right:</p> <p>Penitent Pardon Merciful Rectify</p> <p>Latin root -pen-</p> <p>L.4.b, L.4.c</p>	<p>Writing to Sources TG p. 602 Literary Criticism</p> <p>Critical essay</p> <p>W.1, W.1.b</p>	<p>Speaking and Listening TG p. 603 Oral Presentation</p> <p>SL.3, SL.6</p>

Making Meaning			Effective Expression		NOTES:
Days 12-13					
<p>En El Jardin Caliban: TG p. 604-613</p> <p>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</p>	<p>Close Read TG p. 606: Analyze an Application</p>	<p>Analyze the Text TG p. 611</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Analyze <input type="checkbox"/> Answer the Essential Question 	<p>Concept Vocabulary and Word Study TG p. 611</p> <p>Words that relate to physical damage:</p> <p>Swollen Scarred Cartilage Welt Sliver Clench</p> <p>L.5, L.6</p>	<p>Writing to compare TG p. 612-613 Compare and contrast essay</p> <p>RL.9, W.9.2, W.9.a</p>	
Performance Task: Writing Focus					
Days 14-15					
<p>TG p. 614-619 Write an Argument Prompt: Is there more value in vengeance or virtue (forgiveness)? Language Development: Conventions: Quotations and Paraphrases</p>				<p>Standards: W.1.a-e, W.4, W.5, W.9, W.9-10, L.1.b</p>	

UNIT 5 Small-Group Learning		GRADE 10		Virtue and Vengeance	
Introduction Day 16					
<p>Poetry: <i>They are hostile nations</i> By Margaret Atwood</p> <p><i>Under a Certain Little Star</i> Wisława Szymborska, translated by Joanna Trzeciak</p> <p>Speech: <i>Let South Africa Show the World How to Forgive</i> By Desmond Tutu</p>	<p>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</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question What motivates us to forgive?</p>	<p>Unit Goals TG p. 494</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text RL.2, RL.4, RL.9. RL.9-10</p>	<p>Reading Informational Text RI.2, RI.9-10</p>	<p>Speaking & Listening SL.1.a, SL.1.c, SL.1.d, SL.4</p>	<p>Language L.1, L.1.b, L.4.a, L.4.b, L.4.c, L.6</p>	<p>Writing W.4, W.5, W.6, W.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-22						
<p>They are Hostile Nations Under a Certain Little Star TG p. 624-633</p> <p>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</p>	<p>Close Read TG p. 628: Analyze Structure</p>	<p>Analyze the Text TG p. 630</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question 	<p>Analyze Craft and Structure TG p. 631</p> <p>Speaker</p> <p>Tone</p> <p>Theme</p> <p>Audience</p>	<p>Concept Vocabulary and Word Study TG p. 630</p> <p>Words can be used to describe something or someone who is the recipient of someone else’s vengeance</p> <p>Hounded</p> <p>Target</p> <p>Vulnerable</p> <p>Animal Words</p>	<p>Author’s Style TG p. 632</p> <p>Apostrophe</p>	<p>Writing to Sources TG p. 633</p> <p>Poem</p>
	RL.5	RL.1, SL.1, SL.4	RL.2	L.6	RL.4	W.4, W.5

Making Meaning				Language Development	Effective Expression	
Days 23-25						
<p>Let South Africa Show the World How to Forgive: TG p. 634-643</p> <p>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</p>	<p>Close Read TG p. 638: Decipher Social Commentary</p>	<p>Analyze the Text TG p. 640</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 640</p> <p>Words that have to do with government that involves people working together:</p> <p>Democratic Interdependence Communal</p> <p>Greek Root Word: kratos</p>	<p>Analyze Craft and Structure TG p. 641: Persuasive Techniques</p> <p>Anecdotes</p>	<p>Conventions TG p. 642 Types of Clauses</p> <p>Relative clause Relative pronouns</p>	<p>Research TG p. 643 multimedia presentation</p> <p>Informational slideshow</p> <p>Illustrated timeline</p> <p>Website</p>
	RI.6	RI.1, SL.1. SL.4	L.4.b, L.4.c	RI.2	L.1, L.1.b	W.6, W.7
Small-Group Learning Performance Task: Speaking and Listening Focus						
Day 26						
<p>TG p. 644-645 Present an Argument Prompt: Does forgiveness first require an apology?</p>				<p>Standards: SL.1.a, SL.1.c, SL.1.d, SL.4</p>		

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

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

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): <i>Oedipus the King, Parts I,II</i> 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: <input type="checkbox"/> Listen Actively <input type="checkbox"/> Clarify by asking questions <input type="checkbox"/> Monitor Understanding <input type="checkbox"/> Interact and Share ideas	Essential Question What does it mean to see?	Unit Goals TG p. 658 <ul style="list-style-type: none"> 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:

UNIT 6 Whole-Class Learning			GRADE 10		Blindness and Sight	
Making Meaning						NOTES:
Days 3-8						
<p>Literature and Culture Oedipus the King Part I: TG p. 672-701</p> <p>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</p>	<p>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</p> <p>RL.4, RL.5</p>	<p>Analyze the Text TG p. 699:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Interpret <input type="checkbox"/> Connect <input type="checkbox"/> Criticize/Evaluate <input type="checkbox"/> Make a decision 	<p>Analyze Craft and Structure TG p. 700 Structure of Greek Plays</p> <p>Verse Drama Prologue Chorus Parados Episode Odes Paeon Exodos</p> <p>RL.5</p>	<p>Concept Vocabulary and Word Study TG p. 699 Words that relate to official pronouncements:</p> <p>Edicts Decree Proclamation</p> <p>Latin Root: -dict-</p> <p>L.4.b, L.4.c</p>	<p>Author’s Style TG p. 701 Greek Chorus</p> <p>Strophe Antistrophe Epode Choragos</p> <p>RL.5</p>	

Making Meaning			Language Development		Effective Expression		
Days 9-13							
Oedipus the King Part II: TG p. 702-727 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	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 <input type="checkbox"/> Draw conclusions <input type="checkbox"/> Analyze <input type="checkbox"/> Make a judgement <input type="checkbox"/> 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
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		

UNIT 6 Small-Group Learning		GRADE 10		Blindness and Sight	
Introduction Day 16					
<p>Letter: <i>View From the Empire State Building</i> by Helen Keller</p> <p>Poetry Collection: <i>Blind Fatima Naoot</i>, translated by Kees Nijland</p> <p><i>The Blind Seer of Ambon</i> by W. S. Merwin</p> <p><i>On His Blindness</i> by Jorge Luis Borges, translated by Robert Mezey</p> <p>Short Story: <i>The Country of the Blind</i> by H. G. Wells</p> <p>Memoir: <i>The Neglected Senses</i> from <i>For the Benefit of Those Who See</i> by Rosemary Mahoney</p>	<p>Performance-Based Assessment Task</p> <p>Present an Oral Retelling</p> <p>Prompt: Can one have sight but no vision, or vision but no sight?</p> <p>SL.4, SL.4.b, SL.5</p>	<p>Small-Group Learning Strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Prepare <input type="checkbox"/> Participate Fully <input type="checkbox"/> Support Others <input type="checkbox"/> Clarify <p>Working as a Team</p> <ol style="list-style-type: none"> 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan <p>Making a Schedule</p> <p>Working on Group Projects</p>	<p>Essential Question</p> <p>What does it mean to see?</p>	<p>Unit Goals</p> <p>TG p. 658</p> <ul style="list-style-type: none"> • 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					
<p>Reading Literary Text</p> <p>RL.2, RL.4, RL.5, RL.9-10</p>	<p>Reading Informational Text</p> <p>RI.4, RI.9-10</p>	<p>Speaking & Listening</p> <p>SL.1, SL.1.a, SL.2, SL.3, SL.4, SL.4.a</p>	<p>Language</p> <p>L.1, L.1.b, L.4, L.4.a, L.4.b, L.4.c, L.4.d, L.5, L.5.a</p>	<p>Writing</p> <p>W.3, W.4, W.5, W.6, W.7</p>	<p>NOTES:</p>

Making Meaning				Language Development	Effective Expression	
Days 17-18						
<p>View from the Empire State Building TG p. 738-745</p> <p>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</p>	<p>Close Read TG p. 739: Identify imagery</p> <p>RI.4</p>	<p>Analyze the Text TG p. 742</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer the Essential Question <p>RI.1, SL.4</p>	<p>Analyze Craft and Structure TG p. 743</p> <p>Author’s Choices:</p> <p>Word Choice Figurative language Metaphor Simile Hyperbole Personification</p> <p>RI.4, L.5, L.5.a</p>	<p>Concept Vocabulary and Word Study TG p. 742</p> <p>Words describe superlative power</p> <p>Unconquerable Dominating Indomitable</p> <p>Latin Root: -dom-</p> <p>L.4, L.4.b</p>	<p>Conventions TG p. 744</p> <p>Types of phrases</p> <p>Prepositional phrase Adverbial phrase</p> <p>L.1, L.1.b</p>	<p>Research Project TG p. 745</p> <p>Group Presentation Photo essay Radio interview</p> <p>SL.2, W.6, W.7</p>

Making Meaning				Language Development	Effective Expression	
Days 19-20						
<p>Blind The Blind Seer of Ambron On His Blindness: TG p. 746-757</p> <p>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</p>	<p>Close Read TG p. 752: Analyze Author’s purpose</p>	<p>Analyze the Text TG p. 754</p> <ul style="list-style-type: none"> <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> Answer essential question 	<p>Concept Vocabulary and Word Study TG p. 754</p> <p>Words that describe the spectrum of life:</p> <p>Transcend Luminous Elemental</p> <p>Latin Root: -lum-</p>	<p>Analyze Craft and Structure TG p. 755: Figurative Language</p> <p>Analogy Theme</p>	<p>Author’s Style TG p. 756 Word Choice and Meaning</p> <p>Imagery Sensory details Juxtaposition Oxymoron</p>	<p>Speaking and Listening TG p. 757 Oral Presentation</p> <p>Recitation Paraphrase Round-table discussion</p>
		RL.1, SL.4	L.4, L.4.b	RL.2, RL.4, L.5, L.5.a	SL.1, SL.3, SL.4	

Making Meaning				Language Development	Effective Expression	
Days 21-23						
The Country of the Blind TG p. 758-785 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	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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

Making Meaning				Language Development	Effective Expression	
Days 24-25						
The Neglected Senses TG p. 786-801 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	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 <input type="checkbox"/> Review and Clarify <input type="checkbox"/> Present and Discuss <input type="checkbox"/> 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
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		

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

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