

UNIT ONE

10th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 1

RI/L.9-10.2
 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

W.9-10.2
 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

SEPTEMBER/OCTOBER		
Learning Objectives	WEEKS 1 & 2	Assessment Schedule
<p>Students will be able to determine the theme of a given text. Students will be able to make inferences about the theme of a poem</p>	<p>Inform students: By the end of this unit, students will write an analytical essay and gather evidence about how people adapt (or don't adapt) to major change. <i>Teacher-choice of text.</i> Recommended Pacing: Close Reader Short Story "Bile" by Christine Lee Zilka (pp. 372c-372g) Graphic Organizer: Refer to "When Students Struggle" on p. 372c Focus on lines 94-115 to teach into Theme/ Central Idea For historical context, have students watch the video <i>Korea Vet Recalls War</i> from History Channel To introduce inferential analysis, refer to "Support Inferences about Theme" on p. 139 <i>Teacher-choice of text.</i> Recommended Pacing: Poem "Magic Island" by Cathy Sang (pp. 137-138) Reading Skill: "Support Inferences about Theme" call out boxes to teach into lines 1-12 and 28-50 Recommended: Level Up Tutorials online for Support Inferences about Theme (p. 140a)</p>	<p>Short Response Question in Close Reader (student page 112) OR Collaborative Discussion question on p. 138</p>
Learning Objectives	WEEKS 3 & 4	Writing Task
<p>Students will be able to analyze multiple themes in a literary text and summarize key ideas.</p>	<p>Required Text: Novella from <i>The Metamorphosis</i> by Franz Kafka Recommended Pacing: pp. 93- 105 Reading Skill: "Analyze Theme" call out boxes focus on lines 10-11, 28-40, 112-115, 241-248, 256-264, and 357-373 of the text to best teach into this standard "When Students Struggle" call out box to help students practice and apply summary skills on p. 96 Have students identify multiple themes: focus on "To Challenge Students" call out box on p. 103 Required Text: Graphic Novel from <i>The Metamorphosis</i> by Peter Kuper Recommended Pacing: pp. 107-125 Reading Skill: "Summarize Text" call out boxes focus on section F, G, I, M, R, T, and I2, of the text If time permits, have students compare the two texts. Refer to Performance ask #1 on p. 126</p>	<p>Respond to Question #3 on p. 106</p>
Learning Objectives	WEEKS 5 & 6	End-of-Unit Task
<p>Students will be able to draft and publish an analytical essay with accurate analysis, sufficient evidence, and a clear organized structure.</p>	<p>Students work on end-of-unit task: Write an Analytical Essay Performance Task A (modified from speaking task to a writing task) Student Prompt: "The texts in this unit explore the concept of change and how people respond to it. Recall the anchor text <i>Metamorphosis</i> (both versions) and the other texts you have read. Synthesize your ideas."</p>	<p>Performance Task A pp. 145-147</p>

Focus CCLS Standards of Unit 2

RI/L.9-10.6
 Assess how point of view or purpose shapes the content and style of a text.

W.9-10.5
 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

OCTOBER/NOVEMBER

Learning Objectives	Weeks 1 & 2	Assessment Schedule
<p>Students will continue to analyze a seminal U.S. document and analyze the impact of its rhetoric</p>	<p>Inform students: By the end of this unit, students will write an argumentative essay about what constitutes freedom. <i>Teacher-choice of text.</i> Suggestion: Argument “Letter from Birmingham Jail” by Martin Luther King Jr. pp. 319-336 Reading Skill: “Analyze Rhetoric” call out boxes focus on lines 104-119, 151-179 of the text Reading Skill: “Analyze Argument in a Seminal Document” boxes focus on lines 2-12, 17-43, and 216-237 Annotate lines 1-12 and lines 183-194 (refer to p. 319 “Modeled Discussion” for guidance) “When Students Struggle” box to role play and have students practice oral arguments p. 322 Reading Skill: “Analyze Rhetoric” call out boxes focus on lines 265-267, 540-557, 558-571 Reading Skill: “Analyze Argument in a Seminal Document” call out boxes focus on lines 282-290, 384-410, 423-429, 497-510 of the text Graphic Organizer: To help students trace the development of claims, refer to “When Students Struggle” call out box on p. 329 Modeled Discussion of lines 461-474 by watching Close Read Screencast (p. 319 for guidance) Graphic Organizer: To teach comparisons, refer to “Scaffolding for ELL” on pp. 322</p>	<p>Collaborative Discussion p. 336 OR “To Challenge Students” call out box on p. 336</p>
Learning Objectives	Weeks 3 & 4	Writing Task
<p>Students will be able to analyze an argument and rhetoric and compare accounts in different mediums. Students will be able to analyze evidence in a text and pay attention to the organizational structure of a document.</p>	<p>Documentary from <i>Ghandi: The Rise to Fame</i> (p. 359) Required Text: Argument “Letter to Viceroy, Lord Irwin” by Mohandas K. Ghandi (pp. 351-355) Reading Skill: “Analyze Rhetoric” call out boxes focus on lines 1-15, 32-45, 52-54, 57-63, and 95-102 of the text & Annotate the argument, refer to Scaffolding box on p. 352 and Strategies box on p. 356 Review the terms <i>claim, valid, relevant, and rhetoric</i> p. 356 Discuss/ Model the Performance Task prompt on p. 357 <i>Teacher-choice of text.</i> Recommended Pacing: Memoir “Revolution 2.0” by Wael Ghonim (pp. 341-347) Review the Egyptian Revolution background on p. 341 Writing Skill: To teach into essay and paragraph structure of an essay, focus on lines 17-29, 30-39, 40-62, 118-146. & “When Students Struggle” on p. 347</p>	<p>Identify the common elements between the letter and film clip OR Questions #2, 3, and 6 on p. 357</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
<p>Students will be able to draft an essay with valid reasons and relevant evidence from three texts and then revise and present an essay.</p>	<p>Students work on end-of-unit task: Write an Argument (pp. 377-379) Student Prompt: The texts in this unit explore the struggle for freedom in various contexts around the world and ways in which this unit, including the anchor text, “Letter to Viceroy, Lord Irwin” and consider this question: What constitutes true freedom? Synthesize your ideas about the texts by writing an argument about the meaning of freedom. Students will establish clear relationship among claims, include an introduction with a logically structured body linked with transitions, and a conclusion.</p>	<p>Performance Task pp. 377-379</p>

UNIT THREE

10th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 3

RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format.

DECEMBER/JANUARY

Learning Objectives	Weeks 1 & 2	Assessment
<p>Through reteach and review, students will be able to analyze how a director unfolds a series of ideas to advance a point of view. Also, students will analyze complex language of a speech to gain understanding of the argument through a close read analysis.</p>	<p>Inform students: By the end of this unit, students will write an analytical essay and gather evidence about how the texts explore the idea of accepting others. This unit explores how we interact with other people-- family enemies, neighbors, strangers, and those with whom we disagree.</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Documentary "My So-Called Enemy" film directed by Lisa Gossels (p. 13) <i>*It is highly recommended to watch the full documentary after viewing the trailer</i></p> <p>Reading Skill: "Determine Purpose and POV" refer to 1-1:05 minutes (call out box p. 13)</p> <p>Teacher Think-aloud opportunity: On p. 14, teach into and respond to question #2</p> <p>Reteach "Purpose and POV" on p. 14a through a Level Up Tutorial online</p> <p>Reference Guide: "Recognizing Persuasive Techniques" (p. R17 in back of the book)</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Close Reader from <i>Towards a True Refuge</i> speech by Aung Suu Kyi (pp. 24g-24i)</p> <p>To help students delineate an argument, use "When Students Struggle" call out box on p. 24g</p> <p>Reference Guide: "Analyzing an Argument" (pp. R16-R17 in back of the book)</p> <p>Reference Guide: "Analyzing Logic & Reasoning" (pp. R17-R118 in back of the book)</p>	<p>Performance Task on p. 14</p>
Learning Objectives	Weeks 3 & 4	Writing Task
<p>Students will be able to analyze a Supreme Court opinion and delineate/ evaluate the argument.</p> <p>Students will be able to analyze an editorial and delineate/ evaluate the specific claims in a text.</p>	<p>Required Text: Court Opinion "Texas v. Johnson, Majority Opinion" by William J. Brennan (pp. 15-16)</p> <p>Reading Skill: "Analyze Seminal Document" call out boxes focus on lines 17-24 of the text</p> <p>Close Read Screencast on p. 15 for students to annotate key passages & Scaffolding for ELL students on p. 16</p> <p>Teacher Think Aloud: Model your thinking for question 3 on p. 17</p> <p>Reference Guide: Practice and Apply "Evaluating an Argument" (pp. R20-22 in back of the book)</p> <p>Required Text: Newspaper Editorial "American Flag Stands for Tolerance" by Ronald J. Allen (pp. 18-20)</p> <p>Reading Skill: "Analyze Seminal Document" call out boxes focus on lines 17-24 of the text</p> <p>Modeled Discussion: Have students discuss and annotate lines 22-32 and 64-68 (p. 18)</p> <p>Reading Skill: "Cite evidence" to focus on lines 69-76 & Faulty Reasoning to focus on section</p> <p>Reference Guide: "Identifying Faulty Reasoning" (pp. R19-20 in back of the book)</p>	<p>Performance Task on p. 17</p>
Learning Objectives	Weeks 5 & 6	End-of-Unit
<p>Students will delineate (outline) basic parts of their argument, which include claim, reason, and evidence. Students will support their claim with textual evidence from three sources without plagiarism.</p>	<p><i>Teacher-choice of text.</i> Recommended Pacing: Close Reader "Universal Declaration of Human Rights" public document by the United Nations (pp. 24c-24d)</p> <p>Try the "To Challenge Students" research extension on p. 24d</p> <p>Have students assess the document against the checklist of "Strategies for Evaluating Evidence" questions on p. R21</p> <p>Students work on end-of-unit task: Write an Analytical Essay</p> <p>Student Prompt: "The texts in this unit focus on the way we relate to and interact with others, both individuals and groups. Look back at the texts you have read-- particularly the anchor selections on burning the American flag-- in the context of the collection-opening quotation from Barbara Jordan ("We, as human beings, must be willing to accept people who are different from ourselves"). Synthesize your ideas about how all the texts explore the idea of accepting others by writing an analytical essay."</p>	<p>Performance Task B on pp. 45-47</p>

Please note: Text typed in black is recommended while text typed in red is required. Also, all page numbers are in reference to the Teacher's Guide.

Focus CCLS Standards of Unit 4

RI.9-10.7
 Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.

W.9-10.7
 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

FEBRUARY/MARCH

Learning Objective	Weeks 1 & 2	Assessment Schedule
Students will be able to analyze a writer's choice in terms of figurative meaning and tone.	<p>Inform students: By the end of this unit, students will conduct a short research project. (W.9-10.7). The texts of this unit examine nature through a variety of viewpoints and genres.</p> <p>Required Text: Short Story "My Life as a Bat: by Margaret Atwood (pp. 71-77)</p> <p>Reading Skill: "Determine Figurative Meanings" call out boxes focus on lines 18-29, 80-93, and 106- 119 of the text Refer to "Strategies for Annotation" to teach similes and metaphors p. 75 Scaffolding for ELL Students to support students with identifying simile comparisons in a text p. 72</p> <p>Have students begin conducting research about nocturnal animals on the web p. 78a and then complete the task on p. 76 Writing Skill: Teach into MLA Citation Guidelines pp. R10-R11 in the back of the book</p>	Respond to Questions #2-6 on p. 76
Learning Objective	Weeks 3 & 4	Writing Task
Students will be able to analyze the cumulative impact of word choices in a text and how the language used sets a formal or informal tone.	<p><i>Teacher-choice of text.</i> Recommended Pacing: Science Essay "Called Out" by Barbara Kingsolver (pp. 51-58) Use the "Determine Word Meanings" student page 55 to teach figurative, connotative, and technical language "Strategies for Annotation" call out box to support students in identifying word meanings (p. 55) Reading Skill: To teach connotative meanings, refer to lines 2-8, 57-69, and 108-118 Scaffolding for ELL Students: use the call out box on p. 52 to teach idioms Writing Skill: Reference Guide pp. R8-R9 in the back of the book</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Argument from Hope for Animals and Their World by Jane Goodall (pp. 61-66) Opportunity to review/ reteach author's claim and rhetoric for students who need these skills revisited (p. 67) Scaffolding for ELL Students: use the call out box on p. 64 to teach idioms To teach students how to "Analyze Impact of Word Choice on Tone," refer to p. 70a</p>	Performance Task on p. 68 AND Performance Task on p. 56
Learning Objective	Weeks 5 & 6	End-of-Unit Task
Students will conduct research and use MLA guidelines.	<p>Students work on end-of-unit task: Conduct Research (W.9-10.7)</p> <p>Conduct Research pp. 83-85</p> <p>Student Prompt: "The texts of this unit examine nature through a variety of viewpoints and genres. Choose three of the texts you have read, including the anchor text 'My Life as a Bat,' that illustrate ways in which humans interact with the natural world. Identify one aspect of the interaction between humans and nature represented in the three chosen texts, and conduct additional research about it. Write a report that that develops your central finding about our relationship with nature."</p>	Performance Task A pp. 83-85

MARCH/APRIL			
<p>Focus CCLS Standards of Unit 5</p> <p>RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone</p> <p>W.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p>Learning Objectives</p> <p>Students will be able to analyze interactions between characters and theme in preparation to analyze source material in the later weeks of this unit.</p>	<p>Weeks 1 & 2</p> <p>Inform students: By the end of this unit, students will draw evidence from texts to support analysis. (W.9-10.9). The texts of this unit focuses on absolute power: “Be bloody, bold, and resolute; laugh to scorn. The power of man” Macbeth, Act IV</p> <p><i>Teacher-choice of text.</i> Quick Read: Argument “Why Read Shakespeare” by Michael Mack (pp. 203-207) Opportunity to reteach theme and central idea by focusing on lines 92-100 Have students discuss questions #1 and 3 on p. 208 to establish prior knowledge before reading Macbeth</p> <p>Briefly introduce the Characteristics of a Shakespearean Drama (p. 210) & Background of Macbeth (p. 214)</p> <p>Required Text: Drama “The Tragedy of Macbeth: Act I, Scene 3” by William Shakespeare (pp. 217-222) Summarize Act I, Scenes 1-2 for students before close reading Scene 3 about the three witches “Analyze Theme & Character” to focus on sections G, H, I, K, L, M, N, & O “Analyze a Drama” to teach section J</p> <p>Required Text: Drama “The Tragedy of Macbeth: Act I, Scene 7” by William Shakespeare (pp. 227-230) Summarize Act I, Scenes 4-6 for students before close reading Scene 7 which is Macbeth’s famous soliloquy To teach sarcasm, refer to lines 37-45 and use the “Scaffolding for ELL Students” call out box on p.228 Have students participate in the Performance Task on p. 231; use “to challenge students” on p. 230 for support</p> <p>Recommendation: Show clips of a modern-day Macbeth movie from Act I- end of Act III</p> <p><i>Teacher-choice of excerpt</i> “The Tragedy of Macbeth: Act IV, Scene 1” by William Shakespeare (pp. 261-266) “Analyze Character and Theme” by focusing on lines 1-21, 50-61, 69-94, 97-105, and 141-154 of the text Refer to the “Challenge students” box on p. 264 to pre-teach analysis of source material Recommendation: Show clips of a modern-day Macbeth movie from Act IV only</p>	<p>Assessment</p> <p>What influences, external and internal, drive Macbeth toward his final decision at the end of Scene 7? In what ways does he try to withstand the urge to act against Duncan? Cite text evidence in your response.</p>
	<p>Learning Objectives</p> <p>Students will analyze a historical text in order to analyze source material of what Shakespeare referred to in order to write Macbeth.</p>	<p>Weeks 3 & 4</p> <p>Required Text: Drama “The Tragedy of Macbeth: Act V, Scenes 5-8” by William Shakespeare (pp. 284-289) Focus on “Analyze Character & Theme” call out boxes for sections K, L, M, O, P, and Q of the text Review the student page on p. 290. Discuss Question #4 on p. 291. Discuss Bullet #1 of the Task on p. 291</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Film from <i>Macbeth on the Estate</i> directed by Penny Woolcock (p. 293) Have students compare a film adaptation of Act V, Scene 5 to analyze a subject in two different mediums</p> <p>Required Text: Historian Article from Holinshed’s Chronicles” by Raphael Holinshed (pp. 295-297) “Analyze Source Material” focus on lines 1-11, 15-20, and 40-44 & Discuss “Collaborative Discussion” on p. 297 To analyze source material, refer back to lines 1-10 of Chronicles text to compare to Act I, Scene 3 (p. 298)</p>	<p>Writing Task</p> <p>Respond to Questions #2 and #3 on p. 298</p>
	<p>Learning Objectives</p> <p>Students will be able to analyze how an author draws on Shakespeare.</p>	<p>Weeks 5 & 6</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Short Story “Macbeth Murder Mystery” by James Thurder (pp. 301-305) “Analyze how an author draws on Shakespeare” refer to sections A, B, C, D, and E and refer to p. 306 for satire</p> <p>Students work on end-of-unit task: Analytical Essay drawing evidence from texts (W.9-10.9) Student Prompt: “This unit focuses on human ambition and our eternal quest for power. In his speech, “Why Read Shakespeare?” Mack argues that if you don’t see yourself in Macbeth’s ambition, you’re either misreading the play or misreading yourself. Write an analytical essay that explains how one aspect of Macbeth’s character represents a universal human trait.”</p>	<p>End-of-Unit Task</p> <p>Performance Task on pp. 313-315</p>

UNIT SIX

10th Grade ELA Curriculum & Assessment Calendar



Focus CCLS Standards of Unit 6

RL.9-10.3
Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

MAY/JUNE

Learning Objectives	Weeks 1 & 2	Assessment
Students will be able to analyze interactions between character and theme in a short story.	<p>Inform students: By the end of this unit, students will use technology to produce, publish, and participate in shared writing products. (W.9-10.6). The final product will be a letter to the editor. The theme of texts in this unit is hard-won liberty.</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Poem “Cloudy Day” by Jimmy Santiago Baca (pp. 373-374) Opportunity to reteach the following skills: theme, tone, and figurative meanings</p> <p><i>Teacher-choice of text.</i> Recommended Pacing: Short Story “The Briefcase” by Rebecca Makkai (pp. 361-369) Reading Skill: “Analyze Character & Theme” by focusing on lines 1-8, 23-27, 56-60, 65-78, 80-90, 103-118, 135-147, 147-157, 162-166, 167-180, 181-187, 217-225, 259-275, 277-292, and 299-310 “Scaffolding for ELL Students” to support all students with understanding time and sequence p. 361 To teach actions, motivations, interactions, and thoughts, refer to the chart on p. 370</p>	Respond to Question #6 on p. 371 and the Collaborative Discussion on p. 369
Learning Objectives	Weeks 3 & 4	Writing Task
Students will be able to analyze a writer’s choice in developing complex characters that advance the plot by creating suspense and tension.	<p>Required Text: Short Story “The Lottery” by Shirley Jackson (pp. 25-34) Reading Skill: “Analyze Character & Tension” to focus on lines 40-53, 85-104, 191-204, 228-243, 237-287, 285-306, and 310-321. Also, refer to the When Students Struggle chart on p. 31 Recommendation: Watch the film the Hunger Games. Compare source material (opportunity to reteach skill)</p> <p>In response to The Lottery” letters, have students read http://www.newyorker.com/books/page-turner/the-lottery-letters</p>	Analyze the character’s thoughts and actions how they advance the plot. Cite evidence to support your interpretation. (Refer to Graphic organizer on p. 370 to brainstorm thoughts)
Learning Objectives	Weeks 5 & 6	End-of-Unit Task
Students will analyze story elements and present their claims using technology to publish their work.	<p>Students work on end-of-unit task: Letter to Editor using technology to publish and participate in shared writing (W.9-10.6) Student Prompt: “The publication of “The Lottery” in the <i>New Yorker</i> prompted many readers to write letters expressing their feelings about it. What would you say to the magazine’s editors about the story’s events, complex characters, and overall meaning? You may choose to respond to any text from this unit. Be sure to support your explanation of your reaction and interpretation with specific evidence from the story. Conclude by stating whether the story should have been published.”</p>	Letter to the Editor produced with Google Docs and shared writing publication
Regents Week		