

Tenth Grade: ELA Core Standards Overview

- Understanding more from and making fuller use of written materials, including using a wider range of evidence to support an analysis
- Making more connections about how complex ideas interact and develop within a book, essay, or article
- Evaluating arguments and specific claims; assessing whether the reasoning is valid and the evidence is sufficient; and as appropriate, detecting inconsistencies and ambiguities
- Analyzing the meaning of foundational U.S. documents (the Declaration of Independence, the Preamble to the Constitution, the Bill of Rights)
- Making an argument that is logical, well-reasoned, and supported by evidence
- Writing a literary analysis, report, or summary that develops a central idea and a coherent focus and is well supported with relevant examples, facts, and details
- Conducting several research projects that address different aspects of the same topic, using more complex books, articles, and other sources
- Responding thoughtfully to diverse perspectives; synthesizing comments, claims, and evidence made on all sides of an issue; and resolving contradictions when possible
- Sharing research, findings, and evidence clearly and concisely
- Making strategic use of digital media (e.g., animations, video, websites, podcasts) to enhance understanding of findings and to add interest
- Determining or clarifying the meaning of words and phrases, choosing flexibly from multiple strategies, such as using context, Greek and Latin roots (e.g., *bene* as in benefactor or benevolent), patterns of words (conceive, conception, conceivable), and consulting specialized reference materials (e.g., dictionaries, glossaries, thesauruses)
- Interpreting figures of speech (e.g., hyperbole, paradox) in context and analyzing their role in the written materials

**Tenth Grade
English Language Arts
2016-17**

	4-6 weeks	5-9 weeks	5-8 weeks	4-8 weeks	2-4 weeks
Unit Theme	Rites of Passage	Justice and Democracy	The Power of Fear	Respecting Diversity	Be the Change...
Essential Question	What is the meaning of a rite of passage, and why do we have them?	What is justice? What are the roles and responsibilities of citizens in a democracy?	What is fear?	What is the value of respecting diversity in the world?	What can you do to effect change in the world?
Writing Focus	Narrative/ Informative	Informative/ Argument	Argument	Informative	Narrative/ Argument
Vocabulary	REVIEW: foreshadowing, point of view (first person, second person, third person), figurative language, plot structure TIER 2: rite of passage, initiate, separation, transformation TIER 3: connotation, diction, hyperbole, imagery, metaphor, parallel structure, syntax, tone	REVIEW: claim (thesis, controlling idea), theme, informative, Rhetorical devices (Tier 3 from Unit 1) TIER 2: evidence, justice, revenge, objective, subjective, summarize, paraphrase, fairness, facts, inquiry, sources, credibility, accuracy, citation, synthesis TIER 3: rhetorical appeals (ethos, pathos, logos), extended definitions, concrete details, quotations, transitions, precise language, formal style, objective tone, objective summary, New Rhetorical Devices (allusion, analogy, anecdote, juxtaposition, rhetorical question, allegory, antithesis), fallacy	REVIEW: Fear, tone, intolerance, plot, figurative, connotative, formal style, objective TIER 2: substantive topics, research, reflection, revision, organization, development, substance, purpose, audience, task TIER 3: complex character, text structures, argument, precise claim(s), counterclaims, reasons (warrants), evidence, phrases, clauses, concluding statement	REVIEW: Diversity, stereotype, prejudice, discrimination, tolerance, intolerance, acceptance, text structures, series of ideas or events, author's point of view or purpose	REVIEW: figurative language, plot structure, sensory language, theme (central idea), series of ideas or events, precise words, conclusion, organization, development, substance, purpose task, telling details TIER 2: change, apathy, empathy, sympathy
Geographic Connections	Throughout the 10 th grade year, draw on a wide reading of world literature from numerous cultural areas to analyze each theme.				

**Tenth Grade
English Language Arts
Connections**

Social Studies Connections	Historical examples of heroism. What shaped the lives of modern/historical heroes?	How can writing influence historical conflicts? What causes historical revolutions?	How do governmental regimes (Fascists, tyrants) use fear to condition and drive citizens' collective behavior?	What makes a government or culture more or less tolerant?	How can studying past mistakes help us prepare for the future?
Science Connections	How do organisms improve themselves? How do humans react/adapt to natural disasters?	How do the principles of biological evolution apply to the principles of the legal system? Why is it important for citizens to understand science when making political decisions?	How does fear impact our evolution as people? As a society?	How do the differences of organisms contribute to the overall health of an ecosystem?	How does a person's environment influence his/her future?
PE Connections	How is physical hardship and training an example of a rite of passage?	How do rules ensure justice/fairness in athletics? How are rules in sports established, interpreted and enforced? How does that relate to a democratic government?	How can fear impact our playing?	How do we make sports accessible to people with a variety of skills and physical abilities?	How can fitness goals improve our quality of life and our abilities to make a difference and help others?
Math Connections	How does learning how to solve problems help us grow? Galileo, Newton, Copernicus, Kepler, etc.	Balanced equations, logic	How can fear affect your ability to problem-solve?	How can we respect those with varying abilities in differing areas of expertise?	How can we use research, statistics, and data to a positive difference in the world?

**SALTA Honors 10
Portfolio**

Rationale: Prepare students for success in AP English with a focus on standards, skills, and content. Similarly, students will focus on skills to complement current AP History classes.

Portfolio/ePortfolio:

Honors students will revise, publish, and present an ePortfolio that demonstrates their progress and mastery of the content and standards through:

1. Artifacts of Learning from Each Unit of Study which may include:

Reading	Writing	Speaking and Listening
<ul style="list-style-type: none"> ● Dialectical Journals ● Works Cited ● Annotated Bibliographies ● Abstract ● Concept mapping ● Annotated Texts ● Summary ● BookTalks ● Book Reviews 	<ul style="list-style-type: none"> ● Argumentative Essays ● Informative Essays ● Rhetorical Analysis ● Literary Analysis ● Autobiographical/Memoir ● Reflections and Journals ● Narrative Pieces ● Satirical Cartoons ● Poetry (including two voice poems) ● Academic Writing ● Technical Writing ● Timed Writing pieces ● MLA Research Papers ● Compare/contrast Writing ● Précis ● Surveys 	<ul style="list-style-type: none"> ● Video reflections ● Socratic Seminar preparation and reflections ● Fishbowl preparation and reflections ● Presentation materials ● Debate notes and/or video ● Podcasts ● Spoken word poems ● Skype questions and responses ● Research interviews ● Short films ● BookTalks

2. An Overarching Research Question

With this, students will choose a question at the beginning of the year to research. As they research their question, they will modify and develop it throughout the course of the year, making connections with their research on this question to the themes, texts, and ideas encountered in each unit. Some questions may include:

<ul style="list-style-type: none"> ● How does justice relate to diversity? ● Is fear our worst enemy? ● Who really shapes our society? ● How can a student in high school make a lasting and valuable contribution to society? ● What is the relationship between fear and intolerance? ● What is the difference between justice and fairness? ● Does fear benefit or harm people more? ● What is the ideal society? 	<ul style="list-style-type: none"> ● What enables humans to survive horrific conditions or events? ● Where do people go for truth? ● How does war change our values? ● Why do we seek power? ● Do the ends justify the means? ● When is progress a problem? ● Do people influence technology or does technology influence people? ● What is a women's role in public life? ● What does moral courage look like in 	<ul style="list-style-type: none"> ● Are the old ways the best ways? ● Just because you can do something, does that mean you should? ● Only 20 animal species out of more than two million have evolved to cooperate - eusociality. Why is this? ● Peter Jennings once said, "Whoever controls the media, controls reality." Do you agree? Do we believe the news we read and see on television? Can the news media be used to manipulate us?
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<ul style="list-style-type: none"> • How can studying past mistakes help us prepare for the future? • What is peace without social justice? • How does language influence thought? • What makes us stand out amongst a society that values sameness? 	<p>contemporary society?</p> <ul style="list-style-type: none"> • Is violence ever justified? • How do we use our words to persuade others? • What qualities define an effective leader? 	<ul style="list-style-type: none"> • Can you be from two cultures at once? • How does the process of self-discovery shape an individual's identity? • How does social/economic/class structure affect an individual's identity?
<p>3. A Cumulative Reflection</p> <p>Throughout the year, students will reflect on their learning progress by analyzing their artifacts. In the later part of the year, students will select one artifact from each of the strands (reading, writing, and speaking and listening) to evaluate as evidence of content mastery. This reflection product serves two purposes for students: (1) for the student to recognize his or her academic and personal growth over the course of the year and (2) to give the students an opportunity to synthesize documents into one larger reflective piece.</p> <p>Reflection Pieces might include:</p> <ul style="list-style-type: none"> • Process piece • Video reflection • Presentation • Personal essay • Reflection essay 		
<p>Suggested Texts to Support AP (recommended by College Board)</p> <p>"101 Books to Read Before You Go to College"</p>		
<p>Argument</p> <p>"On Self-Respect" by Joan Didion "Whistleblowing and Professional Responsibility" by Sissela Bok "Future Schlock" by Neil Postman "Why Blame T.V." by John Leonard "Save the Whales, Screw the Shrimp" by Joy Williams from "The End of Nature" by Bill McKibbin "Is Business Bluffing Ethical?" by Albert Carr "A Proposal to Abolish Grading" by Paul Goodman "Why Not a Football Degree?" by William F. Shurhart II</p>	<p>Style: Schemes and Tropes</p> <p>"Marrying Absurd" by Joan Didion "I Want a Wife" by Judy Brady "Assorted Speeches" by Spiro Agnew "Guys vs. Men" by Dave Barry "A Small Place" by Jamaica Kincaid</p>	<p>Rhetorical Analysis</p> <p>"An End to Audience" by Margaret Atwood "Shooting an Elephant" by George Orwell "What High School Is" by Ted Sizer "Killing Me Microsoftly" by Julia Keller "Distancing the Homeless" by Jonathon Kozol "A Vindication of the Rights of Women" by Mary Wollstonecraft</p>

Tenth Grade Unit 1 Theme: **Rites of Passage**

In this unit, students will reflect, read, and study literature citing textual evidence as to the significance of having rites of passage in today's world.

Essential Question	Supporting Questions	Key Terms	Writing Focus
What is the significance of a rite of passage, and why do we have them?	<p>How have rites of passage affected your life?</p> <p>Why do cultures need rites of passage? What purpose do they serve?</p> <p>How do authors use language to create meaning?</p>	<p>REVIEW: foreshadowing, point of view (first person, second person, third person), figurative language, plot structure</p> <p>TIER 2: rite of passage, initiate, separation, transformation</p> <p>TIER 3: connotation, diction, hyperbole, imagery, metaphor, parallel structure, syntax, tone</p>	Narrative/Informative

Social Studies Connections	Science Connections	PE Connections	Math Connections
Historical examples of heroism. What shaped the lives of modern/historical heroes?	<p>CHEMISTRY: Origins of elements within the universe. What causes these elements to develop and change over time?</p> <p>PHYSICS: Acceleration; Newton's laws of motion. What causes objects to move forward? What stands in their way?</p> <p>BIOLOGY: Evolution; adaptation. How do organisms improve themselves?</p>	How is physical hardship and training an example of a rite of passage?	<p>How does learning how to solve problems help us grow?</p> <p>How did these mathematicians experience different rites of passage? Galileo, Newton, Copernicus, Kepler, etc.</p>

Prioritized standards are **highlighted**. These should be emphasized in each unit.

ELA Core Standards		Student Learning Targets
READING	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> I can recognize the difference between what the author states directly and what he/she implies in the text. I can determine if there is sufficient evidence to support what the text says explicitly. I can determine if there is sufficient evidence to support inferences drawn from the text.
	RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone)	<ul style="list-style-type: none"> I can determine the meaning of words and phrases as they are used in the text. I can determine figurative meanings of words. I can determine connotative meanings of words.
	RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature	<ul style="list-style-type: none"> I can analyze a point of view reflected in a work of literature from outside the United States I can analyze a cultural experience reflected in a work of literature from outside the United States. I can draw on a wide reading of world literature.
	RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).	<ul style="list-style-type: none"> I can analyze a subject or scene in two different artistic mediums and discuss what is emphasized or absent in each.
	RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	<ul style="list-style-type: none"> I can analyze in detail how an author's ideas or claims are developed by particular sentences. I can analyze in detail how an author's claims are developed and refined by paragraphs or larger portions of text.
	RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> I can analyze various accounts of a subject told in different mediums. I can determine which details are emphasized in each account.

	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.	<ul style="list-style-type: none"> • I can break down an author's argument into claims, evidence, and reasoning. • I can assess whether the reasoning is valid. • I can assess whether the evidence is relevant and sufficient. • I can identify false statements and fallacious reasoning.
ELA Core Standards		Student Learning Targets
WRITING	W 9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> • I can write a well--structured, detailed narrative about real or imagined events or experiences.
	a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<ul style="list-style-type: none"> • I can engage the reader by introducing a problem, situation, or observation. • I can engage and orient the reader by setting up one or more points of view and introducing a narrator and/or characters. • I can write events and experiences that progress smoothly and logically.
	b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	<ul style="list-style-type: none"> • I can write narrative using techniques such as dialogue, timing, description, reflections and more than one plot line.
	c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	<ul style="list-style-type: none"> • I can arrange the events in my story in various ways and still be clear.
	d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	<ul style="list-style-type: none"> • I can use precise words, details, and sensory language to create a mental picture in my narrative.
	e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	<ul style="list-style-type: none"> • I can conclude my story by reflecting on what is experienced, observed, or resolved.
	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.	<ul style="list-style-type: none"> • I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. • I can effectively select organize and analyze content.

<p>a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.</p>	<ul style="list-style-type: none"> • I can introduce a topic. • I can organize complex ideas, concepts, and information. • I can make important connections and distinctions • I can use formatting, graphics, and multimedia when useful to aid in comprehension.
<p>b) Develop the topic with well--chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<ul style="list-style-type: none"> • I can develop the topic with well-chosen, relevant, and sufficient facts • I can use extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
<p>c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<ul style="list-style-type: none"> • I can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
<p>d) Use precise language and domain--specific vocabulary to manage the complexity of the topic.</p>	<ul style="list-style-type: none"> • I can use precise language and domain--specific vocabulary to manage the complexity of the topic.
<p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-- specific expectations for writing types are defined in standards 1–3 above.)</p>	<ul style="list-style-type: none"> • I can break down an author's argument into claims, evidence, and reasoning. • I can assess whether the reasoning is valid. • I can assess whether the evidence is relevant and sufficient.
<p>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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)</p>	<ul style="list-style-type: none"> • I can focus on addressing what is most significant for a specific purpose and audience. • I can develop my writing through planning, revising, editing, and rewriting. • I can develop my writing by trying a new approach.
<p>W. 9-19.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<ul style="list-style-type: none"> • I can draw evidence from literary texts to support analysis, reflection, and research. • I can draw evidence from informational test to support analysis, reflection, and research.
<p>W 9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can write routinely over extended time frames. • I can write routinely over shorter time frames. • I can write to a range of tasks, purposes, and audiences.

ELA Core Standards		Student Learning Targets
S & L	SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	<ul style="list-style-type: none"> • I can adapt my speech to a variety of contexts. • I can adapt my speech to a variety of tasks. • I can demonstrate a command of formal English when indicated or appropriate.
ELA Core Standards		Student Learning Targets
LANGUAGE	L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> • I can use language correctly when writing or speaking.
	a. Use parallel structure.	<ul style="list-style-type: none"> • I can define parallel structure and use it correctly.
	b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> • I can use various types of phrases and clauses to write or present ideas in an interesting way.
	L. 9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meaning.	<ul style="list-style-type: none"> • I can demonstrate an understanding of figurative language. • I can demonstrate an understanding of word relationships. • I can demonstrate an understanding of nuances in word meanings.
	L.9-10.6: Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.	<ul style="list-style-type: none"> • I can acquire grade appropriate general academic and domain specific words and phrases. • I can gather vocabulary knowledge when considering a word or phrase important to comprehension. • I can gather vocabulary knowledge when considering a word or phrase important to expression.

Unit 1 Text Resources

Literary	Informational
<p>(Asia) The Ramayana, Menon, Ramesh (L 1340) (Asia) The Ramayan of Valmiki (Non---Prose)</p> <p>(Asia) Gilgamesh and the Quest for Immortality, SIRS Discoverer (L 1040)* (Asia) The Good Earth, Buck, Pearl S. (L 1530)</p> <p>Ignaz Semmelweis Trueman, Chris (L 1300)</p> <p>Inherit the Wind*, Lawrence, Jerome; Lee, Robert E (L 850)</p> <p>Inherit the Wind Film Clip</p> <p>Beowulf (L 1090 L)</p> <p>The Doctor Who Wouldn't Accept No, Chazin, Suzanne (L 1270)</p> <p>Excerpts from The Ingenious Gentleman Don Quixote of La Mancha (L 1410)</p> <p>Contents of the Dead Man's Pockets by Jack Finney</p> <p>Into the Wild by Jon Krakauer (L 1270)</p> <p><i>Sir Gawain and the Green Knight</i></p> <p><i>Woman Hollering Creek</i>, Cisneros, Sandra (L 960)</p> <p><i>Because of Romek: A Holocaust Survivor's Memoir</i> by David Faber</p> <p><i>A Tale of Two Cities</i> by Charles Dickens</p>	<p>(Asia) Searching for Zheng He The Guardian (L 1440)</p> <p>The Dr. Who Drank Infectious Broth, Gave Himself an Ulcer, and Solved a Medical Mystery, Discovery Magazine (L 950)</p> <p>Elvis the Welsh Corgi shows Calculus is a Breeze, Powers, Pamela (EBSCO) (L 1330)</p> <p>Planets found at dawn of universe, but their existence is a mystery, Spotts, Pete (EBSCO) (L 1290)</p> <p>Supersize Ants Offer Evolution Clue, Ferguson, Will (EBSCO) (L 1480) The Bravest of the Brave New American (L 1280)</p> <p>MIA: A Pilot Crashes-----A Wife Waits 22 Years Star Tribune (L 1030)</p> <p>Charlie Rose interview with Jon Krakauer "Death of an Innocent" article by Jon Krakauer</p> <p>"The 7 Habits of Highly Effective Teens: the Ultimate Teenage Success Guide" by Sean Covey</p> <p>Please refer to Canvas Course "10th Grade ELA Board" for additional resources.</p> <p>CAUTION: These titles are not necessarily on the District approved lists. * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.</p>

**Tenth Grade Unit 1
Glossary of Key Terms**

Key Term	Definition
Connotation	The associations and emotional overtones that have become attached to a word or phrase, in addition to its strict dictionary definition.
Diction	A speaker or writer's choice of words; reveals tone.
Hyperbole	Figure of speech that uses over-the-top exaggeration or overstatement for effect.
Imagery	The use of language to evoke a picture or a concrete sensation of a person, a thing, a place, or an experience; a description that engages any one of the five senses.
Foreshadowing	In literature, its use hints about things to come in later plot developments. It can be obvious, or it may be subtler, involving the use of symbols that are connected to later turns in the plot.
Metaphor	A figure of speech in which a word or phrase literally denoting one kind of object or idea is used in place of another to suggest a likeness between them; a figure of speech in which a comparison is implied by analogy, but is not stated directly.
Parallel Structure	(Parallelism) Similar grammatical structure in a pair or series of related words, phrases, or clauses. It can be used by a writer or speaker to emphasize a point.
Plot Structure	The structure of the actions in a dramatic or narrative work, ordered and rendered toward achieving particular emotional and artistic effects. The most basic elements in a plot line are: (a) exposition, (b) rising action, (c) climax, crisis, or turning point, (d) falling action, and (e) resolution or denouement.
Point of View (1st, 2nd, 3rd)	<p>The perspective or perspectives established by an author through which the reader is presented with the characters, actions, setting, and events that constitute the narrative in a work of fiction. There are multiple modes of point of view, including:</p> <p>First-person narration: A narrative mode where a story is told by one character at a time, speaking for and about himself or herself. The narrator may be a minor character observing the action or the main protagonist of the story. A first-person narrator may be reliable or unreliable.</p> <p>First-person perspective: The perspective implicit in first-person narration, intimate on the one hand and circumscribed on the other.</p> <p>Third-person narration: A narrative mode in which a story is told by a narrator who relates all action in third person, using third-person pronouns such as he or she.</p> <p>Third-person omniscience: A method of storytelling in which the narrator knows the thoughts and feelings of all of the characters in the story, as opposed to third person limited, which adheres closely to the thoughts and feelings of a single character.</p>
Rite of Passage	A ritual event that signifies an individual's transformation from one mental or physical state to another
Simile	A figure of speech or other direct comparison of two things that are dissimilar, using the words like or as (or other words of comparison)
Syntax	The way in which words are put together to form clauses or phrases; the harmonious arrangement of parts or elements in a text.

Theme	A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. A theme may be stated or implied, but clues about the theme may be found in the ideas that are given special prominence or tend to recur in a work.
Tone	Attitude a writer takes toward the subject of a work, the characters in it, or the audience. It is revealed through diction, figurative language, and organization.
Transformation	A marked change, as in appearance or character, usually for the better.

Unit 1 Planning and Notes

Tenth Grade Unit 2 Theme: Justice and Democracy

In this unit, students will analyze the theme of justice; students will explore this idea through collaborative discussions, research, and informative/argumentative writing.

Essential Question	Supporting Questions	Key Terms	Writing Focus
<p>What is justice? What are the roles and responsibilities of citizens in a democracy?</p>	<p>How does culture affect justice? Is what is just always fair? What are some obstacles to justice? Is freedom of expression an essential component of democracy? What limitations might a government place on freedom of expression? What responsibilities, if any, do schools have to teach students how to engage in informed, civic discourse?</p>	<p>REVIEW: claim (thesis, controlling idea), theme, informative, Rhetorical devices (Tier 3 from Unit 1) TIER 2: evidence, justice, revenge, objective, subjective, summarize, paraphrase, fairness, facts, inquiry, sources, credibility, accuracy, citation, synthesis TIER 3: rhetorical appeals (ethos, pathos, logos), extended definitions, concrete details, quotations, transitions, precise language, formal style, objective tone, objective summary, new rhetorical devices (allusion, analogy, anecdote, juxtaposition, rhetorical question, allegory, antithesis), fallacy</p>	<p>Informative/Argumentative</p>
Social Studies Connections	Science Connections	PE Connections	Math Connections
<p>How can writing influence historical conflicts? How can writing influence change in the Civil Rights Movement or resistance to dictatorship?</p>	<p>CHEMISTRY: How do chemical conflicts relate to literary/historical conflicts? PHYSICS: Analyze the physical forces that act upon an object. How do these forces relate to the forces that impact a person? BIOLOGY: How do the principals of biological evolution apply to the principals of the legal system?</p>	<p>How do rules ensure justice/fairness in athletics?</p>	<p>Balanced equations, logic</p>

Prioritized standards are **highlighted**. These should be emphasized in each unit.

	ELA Core Standards	Student Learning Targets
READING	RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<ul style="list-style-type: none"> I can determine a theme or central idea of a text. I can analyze in detail a theme's development over the course of the text. I can analyze how it emerges and is shaped and refined by specific details. I can provide an objective summary of the text.
	RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> I can determine the meaning of words and phrases as they are used in the text. I can determine figurative meaning in text. I can determine connotative meanings. I can analyze the cumulative impact of specific word choices on meaning and tone.
	RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> I can analyze how an author's choice of structure creates such effects as mystery, tension, or surprise. I can analyze how the author's use of order of events or time manipulation creates such effects as mystery, tension, or surprise.
	RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> I can cite strong and thorough textual evidence to support analysis of what the text says explicitly. I can determine if there is sufficient evidence to support inferences drawn from the text.
	RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inference drawn from the text.	<ul style="list-style-type: none"> I can find a central idea in a text. I can explain how specific details develop the central idea. I can explain how specific details reveal and define the central idea. I can summarize a text.
	RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> I can determine the meaning of words and phrases as they are used in text. I can determine figurative, connotative, and technical meanings. I can analyze the cumulative impact of specific word choices on meaning and tone. I can analyze how word choice changes depending on purpose.

	RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	<ul style="list-style-type: none"> I can compare historic U.S. documents and identify related themes and concepts.
	ELA Core Standards	Student Learning Targets
WRITING	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.	<ul style="list-style-type: none"> I can write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately. I can effectively select organize and analyze content.
	a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and multimedia when useful to aiding comprehension.	<ul style="list-style-type: none"> I can introduce a topic. I can organize complex ideas, concepts, and information. I can make important connections and distinctions I can use formatting, graphics, and multimedia when useful to aid in comprehension.
	b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<ul style="list-style-type: none"> I can develop the topic with well-chosen, relevant, and sufficient facts. I can use extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	c) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<ul style="list-style-type: none"> I can use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	d) Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> I can use precise language and domain-specific vocabulary to manage the complexity of the topic.
	e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can establish and maintain a formal style and objective tone. I can attend to the norms and conventions of the discipline in which I am writing.
	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.	<ul style="list-style-type: none"> I can use technology including the Internet to produce, publish, and update individual writing. I can use technology including the Internet to produce, publish, and update shared writing products.

	<p>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.</p>	<ul style="list-style-type: none"> • I can conduct short research projects to answer a question or solve a problem. • I can conduct more sustained research projects to answer a question or solve a problem. • I can narrow or broaden the inquiry when appropriate. • I can synthesize multiple sources on my subject. • I can demonstrate understanding of the subject I investigate.
	<p>W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>	<ul style="list-style-type: none"> • I can write routinely over extended time frames. • I can write routinely over shorter time frames. • I can write to a range of tasks, purposes, and audiences.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	<p>SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<ul style="list-style-type: none"> • I can initiate collaborative discussions including one on one, group, and teacher-led discussions. • I can participate effectively in a range of collaborative discussions, including one-on-one, group, and teacher led • I can participate in discussions with diverse partners on grade tenth grade, texts, and issues • I can build on others' ideas and express my own clearly and persuasively.
	<p>SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g. visually, quantitatively orally) evaluating the credibility and accuracy of each source.</p>	<ul style="list-style-type: none"> • I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.
	<p>SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<ul style="list-style-type: none"> • I can evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric. • I can identify any fallacious reasoning or exaggerated or distorted evidence.
ELA Core Standards		Student Learning Targets
LANGUAGE	<p>L.9-10.2: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p>	<ul style="list-style-type: none"> • I can demonstrate a command of the conventions of Standard English capitalization when I write. • I can demonstrate a command of the conventions of Standard English punctuation when I write. • I can demonstrate a command of spelling when I write.

Unit 2 Text Resources

Literary	Informational
<p>(Europe) Julius Caesar, Shakespeare, William (Non-Prose)</p> <p>(Europe) Macbeth, Shakespeare, William (Non-Prose)</p> <p>(Europe) Merchant of Venice, William Shakespeare</p> <p>(Europe) Count of Monte Cristo, Dumas, Alexandre (930L)* (Europe) Tale of Two Cities, Dickens, Charles (990L)*</p> <p>A Separate Peace, Knowles, John (1110L) To Kill a Mockingbird* Lee, Harper (870L)*</p> <p>Twelve Angry Men, Rose, Reginald (Non-Prose)</p> <p>**Please refer to Canvas Course “10th Grade ELA Board” for additional resources.</p> <p>CAUTION: These titles are not necessarily on the District approved lists.</p> <p>* Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.</p>	<p>(Europe) Laying Down the Law*, Brown, Bryan (SIRS Discoverer) (900L)* (Europe) The Justinian Code of Law (2120L)</p> <p>(Europe) “A Modest Proposal” Jonathan Swift (1520L) (Europe) The Trial of Socrates Lidner, Doug (1360L)</p> <p>The Declaration of Independence of the United States of America, Jefferson, Thomas (1980L)</p> <p>“Letters from a Birmingham Jail” King Jr., Martin Luther (1180L) “I Have a Dream” King Jr., Martin Luther</p> <p>Amusement Park Physics, Annenberg/CPB (1090L) <i>Getting it Right at Ground Zero</i> – Rudi Giuliani</p> <p>The Children’s March – Documentary film</p> <p>Bill of Rights</p>

Unit 2

Glossary of Key Terms

Key Term	Definition
Allegory	Stories or poems in which characters, settings, and events stand for other people or events or for abstract ideas or qualities.
Allusion	A reference to someone or something that is known from history, literature, religion, politics, sports, science, or another branch of culture.
Analogy	Comparison made between two things to show how they are alike.
Anecdote	A short story told to illustrate a point or serve as an example of something.
Antithesis	A figure of speech that balances words, phrases, or ideas that are strongly contrasted or in opposition, often by means of grammatical structure, Example: Charles Dickens wrote in <i>A Tale of Two Cities</i> , "It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness..."
Claim	<p>A specific position on a debatable or controversial topic. A main claim (or thesis) has supporting claims (or topic sentences). Claims usually fall into these four categories:</p> <p>Claims of fact or definition—Position focuses on the definition of something or whether something is a settled fact.</p> <p>Claims of cause and effect—Position focuses on which person, thing, or event caused another thing or event to occur.</p> <p>Claims about value—Position evaluates of worth, whether we value it or not, or how we would rate or categorize something.</p> <p>Claims about solutions or policies—Position for or against a certain solution or policy approach to a problem.</p>
Concrete detail	These are details (facts, examples, illustrations, evidence, support, plot references, paraphrases, citations, quotations, plot summary, etc.) that relate to or describe actual, specific things or events.
Extended definition	Because a word can mean different things at different times, an extended definition in writing explains a concept to ensure the reader has the same concept in mind as the writer.
Evidence	The available body of facts or information indicating whether a belief or proposition is true or valid.
Fallacy	A common error in reasoning that will undermine the logic of an argument. Fallacies can be either illegitimate arguments or irrelevant points, and are often identified because they lack evidence that supports their claim. You can look up common fallacies at the Purdue Online Writing Lab
Formal style	Academic speech or writing marked by an impersonal, objective, and precise use of language as opposed to informal or casual style.
Justice	A state of affairs in which conduct or action is both fair and right, given the circumstances.
Juxtaposition	Rhetorical device in which normally unassociated ideas, words, or phrases are placed next to each other, creating an effect of surprise and wit.

Objective	Not influenced by personal feelings or opinions in considering and representing facts. Objective summary —A shortened version of a text that highlights its key points and does not include one’s own ideas or interpretations. Objective tone —Fair and accurate language that is not personal, judgmental or emotive; avoids exaggeration, bias, and, typically, first-person pronouns.
Perspective	The state of one’s ideas, the facts known to one, and the angle from which one views a situation.
Precise language	Vocabulary of specific nouns and vivid verbs to help create mental pictures and avoid wordiness.
Quotations	Something a person says or writes that is repeated or used by someone else in another piece of writing or a speech. The act of using quotations in a piece of writing or a speech
Revenge	To avenge usually by retaliating in kind or degree.
Rhetoric	The art of using language effectively, especially for persuasion, in speaking or writing, especially in oratory. Three rhetorical appeals or strategies: Ethos —Ethical appeal based on the character of the speaker, the speaker’s credibility. Pathos —Appeal to emotion. Logos —Appeal to logic or reason.
Rhetorical Question	A question asked for effect, not requiring an answer
Subjective	Based on or influenced by personal feelings, tastes, or opinions.
Theme	A topic of discussion or writing; a major idea or proposition broad enough to cover the entire scope of a literary or other work of art. A theme may be stated or implied, but clues about the theme may be found in the ideas that are given special prominence or tend to recur in a work.
Transition	A connection between two parts of a piece of writing, bridging one idea to another and creating cohesion.

Unit 2 Planning and Notes

Tenth Grade Unit 3 Theme: The Power of Fear

In this unit, students will analyze complex characters and how authors draw on source material to develop the theme of the power of fear; students will explore these ideas through diverse media and argument writing.

Essential Question	Supporting Questions	Key Terms	Writing Focus
<p>What is the relationship between fear and intolerance?</p>	<ul style="list-style-type: none"> • How does fear drive individual and collective behavior? • What is the relationship between fear and intolerance? • What are we conditioned to fear? • How does fear impede rational thought? • How does fear relate to intolerance? 	<p>REVIEW: Fear, tone, intolerance, plot, figurative, connotative, formal style, objective</p> <p>TIER 2: substantive topics, research, reflection, revision, organization, development, substance, purpose, audience, task</p> <p>TIER 3: complex character, text structures, argument, precise claim(s), counterclaims, reasons (warrants), evidence, phrases, clauses, concluding statement</p>	<p align="center">Argument</p>
Social Studies Connections	Science Connections	PE Connections	Math Connections
<p>How do governmental regimes (fascists, tyrants) use fear to condition and drive citizens' collective behavior?</p> <p>What are we conditioned to fear?</p>	<p>CHEMISTRY: Atomic energy. What do we have to fear from atomic energy?</p> <p>PHYSICS: Forces acting upon objects. How does fear act upon people?</p> <p>BIOLOGY: Evolution; biological effects of fear/stress. How does fear impact our evolution as people? As a society?</p>	<p>How can fear impact our playing?</p>	<p>How can fear affect your ability to problem solve?</p>

Prioritized standards are highlighted. These should be emphasized in each unit.

ELA Core Standards		Student Learning Targets
READING	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.	<ul style="list-style-type: none"> I can analyze how complex characters develop over the course of a text. I can analyze how complex characters interact with other characters. I can analyze how complex characters advance plot or develop theme.
	RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	<ul style="list-style-type: none"> I can determine the meaning of words and phrases as they are used in the text. I can determine figurative meaning in text. I can determine connotative meanings. I can analyze the cumulative impact of specific word choices on meaning and tone.
	RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> I can analyze how an author's choice of structure creates such effects as mystery, tension, or surprise. I can analyze how the author's use of order of events or time manipulation creates such effects as mystery, tension, or surprise.
	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).	<ul style="list-style-type: none"> I can recognize references to other well---known works that the author uses throughout a text I can connect a specific author's work to a prior well---known text. I can analyze how an author has transformed well---known texts into his own work.
ELA Core Standards		Student Learning Targets
WRITING	W.9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	<ul style="list-style-type: none"> I can use valid reasoning to support claims. I can use relevant and sufficient evidence to support claims. I can write arguments to support claims in an analysis of substantive topics or texts.
	a) Introduce precise claim(s), distinguish the claims from alternate or opposing claims and create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.	<ul style="list-style-type: none"> I can introduce precise claims. I can distinguish my claim from alternate or opposing claims. I can create an organization that establishes clear relationships among claims, counterclaims, reasons, and evidence.
	b) Develop claims and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.	<ul style="list-style-type: none"> I can develop claims and counterclaims fairly. I can supply evidence for claims and counterclaims while pointing out the strengths and limitations of both. I can anticipate audience knowledge level and concerns.

	c) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claims and reasons between reasons and evidence and between claims and counterclaims.	<ul style="list-style-type: none"> I can use words, phrases, and clauses to link major sections of text. I can use words, phrases, and clauses to create cohesion and clarify the relationships between claims and reasons, reasons and evidence, claims and counterclaims.
	d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can establish and maintain a formal style and objective tone. I can attend to the norms and conventions of the discipline in which I am writing.
	e) Provide a concluding statement or section that follows from and supports the argument presented.	<ul style="list-style-type: none"> I can provide a concluding statement or section that follows form and supports the argument presented.
	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.	<ul style="list-style-type: none"> I can use technology including the Internet to produce, publish, and update individual writing. I can use technology including the Internet to produce, publish, and update shared writing products.
	W 9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	<ul style="list-style-type: none"> I can write routinely over extended time frames. I can write routinely over shorter time frames. I can write to a range of tasks, purposes, and audiences.
ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	SL 9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.
	SL 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> I can present information, findings, and evidence clearly, concisely and logically. I can present information so that my listeners can follow my line of reasoning. I can present information so that the organization, development and substance, and style are appropriate to my purpose, audience, and task.
	SL 9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> I can give a presentation where I intentionally use digital media to support the understanding of my research.

ELA Core Standards		Student Learning Targets
LANGUAGE	L 9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means.
	a.) Use context (e.g. overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I can determine the meaning of a word through context clues or by the way it is used in a sentence or text.
	b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<ul style="list-style-type: none"> I can identify how altering parts of words can change their meanings and functions. I can correctly use alternate word endings to change the meanings of similar words.
	c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none"> I can use reference materials to find the pronunciation, the meaning, and the origin of unfamiliar words.
	d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none"> I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.

Unit 3 Text Resources

Literary	Informational
<p><u>1984</u>, George Orwell (L 1090)*</p> <p><u>All But My Life</u> by Gerde Weismann Klein</p> <p>Maus by Art Spiegelman</p> <p>The Sunflower by Simon Weismann</p> <p><i>Requiem</i> by Anna Akhmatova</p> <p><i>One Day in the Life of Ivan Denisovich</i>, Alexander Solzhenitsyn (L 900)*</p> <p><u>Animal Farm</u>, George Orwell (L: 1370)</p> <p><i>The Pedestrian</i>, Ray Bradbury (L: 1440)</p> <p><i>Contents of the Dead Man's Pockets</i>, Jack Finney (L: 1230)</p> <p><u>Frankenstein</u>, Mary Wollstonecraft Shelley (L: 1170)</p> <p><i>Jurassic Park</i>, Michael Crichton</p> <p>NPR.com. "16th Street Baptist Church Bombing Forty Years Later, Birmingham</p> <p>Still Struggles with Violent Past. 15 Sept. 2003.</p> <p>CAUTION: These titles are not necessarily on the District approved lists. * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.</p>	<p>Six Million Paperclips, Leisah Namm --- Jewish News of Greater Phoenix (L 1650)</p> <p><i>A Modest Proposal</i>, Jonathan Swift</p> <p>The Anatomy of the Holocaust (L 1050)*</p> <p>The Trial of Galileo, Andrew Schuman and Robert Couins (L 1280)</p> <p>Ray Bradbury Inspired Technology But Also Warned Against It, John Breeden II (L 1290)</p> <p>Atomic Anxiety, Bradford Plummer, The New Republic. (L 1500)</p> <p>How Does the Brain Handle Fear, Amanda Onion, ABC News (L 1170)</p> <p>Fighting Phobias-----The Things That Go Bump In the Night FDA Consumer (L 1170)</p> <p>The Day the Earth Stood Still directed by Robert Wise (1951)</p> <p>One Survivor Remembers from Tolerance.org</p> <p>**Please refer to Canvas Course "10th Grade ELA Board" for additional resources.</p>

Unit 3

Glossary of Key Terms

Key Term	Definitions
Argument	Discourse intended to persuade another for or against something.
Complex character	A character with multiple of conflicting motivations. These characters are usually realistic and multifaceted.
Precise claim	A specific position on a debatable or controversial topic that includes the reasons why.
Clause	A part of a sentence that has its own subject and verb. Repeating a clause is one way to connect ideas in an essay.
Counterclaim	A claim that negates or disagrees with the thesis/claim.
Concluding statement	Discussion wrap-up by pulling back into more general information that restates the main points of the argument, and possibly calls for action or addresses counterclaims.
Evidence	Proof (facts, figures, details, quotations, or other sources of data and information) used to back up the argument claim. Evidence should be fair, objective, and complete.
Fear	A distressing emotion aroused by impending danger, evil, pain, etc., whether the threat is real or imagined; the feeling or condition of being afraid.
Intolerance	Lacking respect for practices and beliefs other than one's own.
Phrase	A group of two or more words that express a single idea but do not usually form a complete sentence. These are phrases commonly used as transitions: for example, in fact, in addition, not only, in contrast, on the other hand.
Reason (warrant)	Explanation of why or how the data supports the claim, the underlying assumption that connects your data to your claim.
Refutation	The part of an argument in which a speaker or writer counters opposing points of view.
Text structure	Organization of a text for a purpose. For example, parallel plots (two or more stories linked by character or theme), pacing (speed or tempo of an author's writing), and flashbacks (interruption of chronological sequence to describe a past incident) create mystery, tension, or surprise.

Unit 3 Planning and Notes

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Tenth Grade Unit 4 Theme: **Respecting Diversity**

In this unit, students will explore themes of diversity by analyzing texts, researching, and writing.

Essential Question	Supporting Questions	Key Terms	Writing Focus
What is the value of respecting diversity in the world?	<ul style="list-style-type: none"> • How does labeling and stereotyping influence how we look at and understand the world? • How do we fulfill our responsibility to learn about other cultures? • How do we acknowledge diversity? 	REVIEW: Diversity, stereotype, prejudice, discrimination, tolerance, intolerance, acceptance, text structures, series of ideas or events, author's point of view or purpose	Informational

Social Studies Connections	Science Connections	PE Connections	Math Connections
What makes a government or culture more or less tolerant?	<p>CHEMISTRY: Molecular bonding; different elements bond to create something stronger. What does this teach us about diversity?</p> <p>PHYSICS: Laws of motion/gravity. How do laws of motion/gravity unite the human race?</p> <p>BIOLOGY: Biological diversity supports an ecosystem. How do the differences of organisms contribute to the overall health of an ecosystem?</p>	How do we make sports accessible to people with a variety of skills and physical abilities?	How can we respect those with varying abilities in differing areas of expertise?

Prioritized standards are **highlighted**. These should be emphasized in each unit.

ELA Core Standards		Student Learning Targets
READING	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.	<ul style="list-style-type: none"> I can analyze how complex characters develop over the course of a text. I can analyze how complex characters interact with other characters. I can analyze how complex characters advance plot or develop theme.
	RL.9-10.5: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	<ul style="list-style-type: none"> I can analyze how an author's choice of structure creates such effects as mystery, tension, or surprise. I can analyze how the author's use of order of events or time manipulation creates such effects as mystery, tension, or surprise.
	RL.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	<ul style="list-style-type: none"> I can analyze a subject or scene in two different artistic mediums and discuss what is emphasized or absent in each.
	RI.9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> I can analyze how the author unfolds an analysis or series of ideas or events. I can analyze how the author uses order in which points are made. I can analyze how the author uses introduction and development of points. I can analyze how the author draws connections between points.
	RI.9-10.6: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	<ul style="list-style-type: none"> I can determine an author's point of view in a text. I can determine an author's purpose in a text. I can analyze how an author uses rhetoric to advance a point of view or purpose.
	RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	<ul style="list-style-type: none"> I can analyze various accounts of a subject told in different mediums. I can determine which details are emphasized in each account.

ELA Core Standards		Student Learning Targets
WRITING	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.	<ul style="list-style-type: none"> I can examine and convey complex ideas, concepts, and information I can use effective selection, organization, and analysis of content.
	a.) Introduce a topic: organize complex ideas, concepts and information to make important connections and distinctions; include formatting (e.g. headings), graphics (e.g. figures, tables) and multi-media when useful to aiding comprehension.	<ul style="list-style-type: none"> I can introduce a topic, and organize complex ideas, concepts and information to make important connections and distinctions.
	b.) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.	<ul style="list-style-type: none"> I can develop a topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information.
	c.) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	<ul style="list-style-type: none"> I can use appropriate and varied transitions to link major sections of text. I can use transitions to clarify the relationships among complex ideas and concepts.
	d.) Use precise language and domain-specific vocabulary to manage the complexity of the topic.	<ul style="list-style-type: none"> I can use precise language and domain-specific vocabulary to make text appropriately complex.
	e.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	<ul style="list-style-type: none"> I can establish and maintain a formal style and objective tone. I can attend to the norms and conventions of the discipline.
	f.) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	<ul style="list-style-type: none"> I can provide a concluding statement or section that follows from and supports the information or explanation presented.
	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 source on the subject, demonstrating understanding of the subject under investigation.	<ul style="list-style-type: none"> I can conduct short research projects to answer a question or solve a problem. I can conduct more sustained research projects to answer a question or solve a problem. I can narrow or broaden my inquiry when appropriate. I can synthesize multiple sources on my subject. I can demonstrate understanding of my subject.

ELA Core Standards		Student Learning Targets
SPEAKING & LISTENING	SL 9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	<ul style="list-style-type: none"> I can examine sources of information presented visually, orally, or in numbers and evaluate the credibility and accuracy of each source.
ELA Core Standards		Student Learning Targets
LANGUAGE	L. 9-19.3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	<ul style="list-style-type: none"> I can apply knowledge of language to understand how language functions in different contexts. I can apply knowledge of language to make effective choices for meaning or style. I can apply knowledge of language to comprehend more fully when reading or listening.

Unit 4 Text Resources

Literary	Informational
<p>(Africa) "Marriage is a Private Affair" by Chinua Achebe</p> <p>(Africa) "Things Fall Apart" by Chinua Achebe (L 890)*</p> <p>(Africa) "No Witchcraft for Sale"</p> <p>(Middle East) <i>The Adventures of Ibn Battuta: A Muslim Traveler of the Fourteenth Century</i> by Ross E. Dunn (L 1300)*</p> <p><u>Pride and Prejudice</u> by Jane Austen (L 1190)*</p> <p><u>Parallel Journeys</u> by Eleanor Ayer (L 1050)*</p> <p><u>Raisin in the Sun</u> Lorraine Hansberry+</p> <p><u>Their Eyes Were Watching God</u> Zora Neale Hurston (1080L)</p> <p><u>The Absolutely True Diary of a Part---Time Indian</u> by Sherman Alexie</p> <p><u>The Sunflower</u> by Simon Wiesenthal</p> <p><u>The Freedom Writers Diary</u> by Erin Gruwell (900L)*</p> <p><u>To Kill a Mockingbird</u>* Lee, Harper (870L)*</p> <p>**Please refer to Canvas Course "10th Grade ELA Board" for additional resources</p> <p>CAUTION: These titles are not necessarily on the District approved lists. * Indicates that the Lexile level of the text is below the recommended Lexile range for that grade level.</p>	<p>Alexander Falconbridge's Account of the Slave Trade Social Education: The Official Journal of the National Council for the Social Studies: (L 1280)</p> <p>Armenian Genocide information Armenian National Institute (1300L)</p> <p>Armenian Genocide scholarly article Social Education: The Official Journal of the National Council for the Social Studies (L 1430)</p> <p>"Fields of Tears" The Economist (L 1060)</p> <p>Changing the Conversation on Immigration <i>The Deseret News</i> 4 June 2012 (L 1310)</p> <p>The Enduring Relevance of Affirmative Action American Prospect (L 1570)</p> <p>Are American Schools Returning to Segregation? Christian Science Monitor (1250L)</p> <p><i>The Children's March</i> – Documentary film</p>

Unit 4
Glossary of Key Terms

Key Term	Definition
Diversity	Commitment to recognizing and appreciating the variety of characteristics that make individuals unique in an atmosphere that promotes and celebrates individual and collective achievement.
Stereotype	A character, with generalized traits (characteristics that make the character a group representative rather than an individual). Writers sometimes use stereotypes as minor characters.
Prejudice	Preconceived opinion not based on reason or experience.
Racism	A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race
Bigotry	Hating or refusing to accept the members of a particular group (such as a racial or religious group)
Discrimination	The unjust or prejudicial treatment of different categories of people or things, esp. on the grounds of race, age, or sex.
Tolerance	The ability or willingness to tolerate something, in particular the existence of opinions or behavior that one does not necessarily agree with.
Intolerance	Lacking respect for practices and beliefs other than one's own.
Acceptance	A positive welcome; favor and endorsement. In which, a person could like someone and, have acceptance for them due to their approval of that person.

Unit 4 Planning and Notes

Tenth Grade Unit 5 Theme: **Be the change...**

Through analyzing literary and informational text and producing narrative writing, this unit explores the role of the individual in effecting a positive societal change.

Essential Question	Supporting Questions	Key Terms	Writing Focus
<p>What can you do to make the world a better place?</p>	<ul style="list-style-type: none"> • Why do we care? What are the effects if we don't care? • What is a need in our community that we can help with? • What is the best thing we can do to effect the most change with the time and resources we have? • How can writing influence change or increase awareness? 	<p>REVIEW: figurative language, plot structure, sensory language, theme (central idea), series of ideas or events, precise words, conclusion, organization, development, substance, purpose task, telling details</p> <p>TIER 2: change, apathy, empathy, sympathy</p>	<p>Narrative/Argumentative</p>

Social Studies Connections	Science Connections	PE Connections	Math Connections
<p>How can studying past mistakes help us prepare for the future?</p>	<p>CHEMISTRY: Unpredictability/predictability of atoms. What does atomic unpredictability teach us about the world around us?</p> <p>PHYSICS: Energy transference; every action has an opposite reaction. How can our actions today help predict our futures?</p> <p>BIOLOGY: Nature vs. nurture. How does a person's environment influence his/her future?</p>	<p>How can fitness goals improve our quality of life and our abilities to make a difference and help others?</p>	<p>How can we use research, statistics, and data to make a positive difference in the world?</p>

Prioritized standards are highlighted. These should be emphasized in each unit.

ELA Core Standards		Student Learning Targets
READING	RL 9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> I can determine a theme or central idea of a text. I can analyze in detail a theme's development over the course of the text. I can analyze how it emerges and is shaped and refined by specific details. I can provide an objective summary of the text.
	RI 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).	<ul style="list-style-type: none"> I can recognize references to other well-known works that the author uses throughout a text. I can connect a specific author's work to a prior well-known text. I can analyze how an author has transformed well-known texts into his own work.
	RI 9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	<ul style="list-style-type: none"> I can find a central idea in a text. I can explain how specific details develop the central idea. I can explain how specific details reveal and define the central idea. I can summarize a text.
	RI 9-10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	<ul style="list-style-type: none"> I can explain how an author outlines an analysis in a text. I can explain how an author outlines a series of ideas or events in a text. I can determine the order in which the author's points are made in a text. I can determine how the author's points are introduced and developed in a text. I can determine how the author's key points in a text are connected.
ELA Core Standards		Student Learning Targets
WRITING	W 9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	<ul style="list-style-type: none"> I can write a well-structured, detailed narrative about real or imagined events or experiences.
	a) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.	<ul style="list-style-type: none"> I can hook the reader by introducing a problem, situation, or observation. I can hook the reader by setting up one or more points of view and introducing a narrator and/or characters. I can write events and experiences that progress smoothly and logically.

<p>b) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p>	<ul style="list-style-type: none"> • I can write narrative using techniques such as dialogue, timing, description, reflection, and more than one plot line.
<p>c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p>	<ul style="list-style-type: none"> • I can arrange the events in my story in various ways and still be clear.
<p>d) Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p>	<ul style="list-style-type: none"> • I can use precise words, details, and sensory language to create a mental picture in my narrative.
<p>e) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<ul style="list-style-type: none"> • I can conclude my story by reflecting on what is experienced, observed, or resolved.
<p>W 9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<ul style="list-style-type: none"> • I can use valid reasoning to support claims. • I can use relevant and sufficient evidence to support claims. • I can write arguments to support claims in an analysis of substantive topics or texts.
<p>a.) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<ul style="list-style-type: none"> • I can introduce precise claims • I can distinguish my claim from other claims
<p>b.) Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p>	<ul style="list-style-type: none"> • I can develop claims and counterclaims fairly • I can supply evidence for all points
<p>c.) Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<ul style="list-style-type: none"> • I can use words, phrases, and clauses to link sections of the text. • I can use transitions to create cohesion and clarify relationships between claims and reasons, reasons and evidence, and claims and counterclaims.
<p>d.) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<ul style="list-style-type: none"> • I can establish and maintain a formal style and objective tone. • I can attend to the norms and conventions of a writing discipline.
<p>e.) Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> • I can provide a concluding statement or section that follows from and supports the argument. •

ELA Core Standards		• Student Learning Targets
SPEAKING & LISTENING	SL 9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	<ul style="list-style-type: none"> I can present information, findings, and evidence clearly, concisely and logically. I can present information so that my listeners can follow my line of reasoning. I can present information so that the organization, development and substance, and style are appropriate to my purpose, audience, and task.
	SL 9-10.5: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	<ul style="list-style-type: none"> I can give a presentation where I intentionally use digital media to support the understanding of my research.
ELA Core Standards		Student Learning Targets
LANGUAGE	L.9---10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	<ul style="list-style-type: none"> I can use language correctly when writing or speaking.
	a) Use parallel structure.	<ul style="list-style-type: none"> I can define parallel structure and use it correctly.
	b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	<ul style="list-style-type: none"> I can use various types of phrases and clauses to write or present ideas in an interesting way.
	L 9---10.4: Determine or clarify the meaning of unknown and multiple--meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.	<ul style="list-style-type: none"> I can use a variety of strategies to determine what a word or phrase means.
	a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.	<ul style="list-style-type: none"> I can determine the meaning of a word through context clues or by the way it is used in a sentence or text.
	b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	<ul style="list-style-type: none"> I can identify how altering parts of words can change their meanings and functions. I can correctly use alternate word endings to change the meanings of similar words.

	c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	<ul style="list-style-type: none">• I can use reference materials to find the pronunciation, the meaning, and the origin of unfamiliar words.
	d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	<ul style="list-style-type: none">• I can guess at the meaning of a word and then double check to see if I am right by using a dictionary.

Unit 5 Text Resources

Literary	Informational
<p><u>Things Fall Apart</u>, Chinua Achebe (L 890)*</p> <p><i>Marriage is a Private Affair</i>, Chinua Achebe (L 780)*</p> <p><u>The House on Mango Street</u>, Sandra Cisneros (L 870)*</p> <p><u>Bless Me, Ultima</u>, Rudolfo Anaya (L 840)*</p> <p>The Leap, Louise Erdrich (L 1230)</p> <p>Catch The Moon, Judith Ortiz Cofer</p> <p>A Rose for Emily, William Faulkner (L 1270)</p> <p>Into Thin Air by Jon Krakauer</p> <p>Into the Wild by Jon Krakauer</p> <p>A Long Way Gone by Ishmael Beah</p> <p><u>Kite Runner</u> by Khaled Hosseini</p> <p><u>Farewell to Manzanar</u> by James Houston and Jeanne Wakatsuki Houston</p> <p><u>The Freedom Writer's Diary</u> by Erin Gruwell</p> <p><u>A Walk in the Woods</u> by Bill Bryson</p> <p>CAUTION: These titles are not necessarily on the District approved lists. * Indicates that the Lexile level of the text is below the recommended Lexile range for that level.</p>	<p><i>Poll Shows Higher Education Benefits Utahns Financially, Personally</i>, Prosperity 2020 (L 1760)</p> <p><i>The Meaning of the Butterfly</i>, Peter Dizikes (L1180)</p> <p><i>How to Predict the Future of Technology</i>, David Pogue --- Scientific American (L 750)*</p> <p><i>Worst Case Scenario Survival Handbook</i>, Joshua Piven and David Borgenicht (L: 960)*</p> <p><i>Expecting the Unexpected in An Unpredictable World</i>, Josh Freed (L 1340)</p> <p><i>Expecting the Unexpected Does Not Improve One's Chances of Seeing It, New Study Finds</i>, Science Daily (L 1340)</p> <p><i>How Fake Money Saved Brazil</i>, Chana Joffe---Walt, NPR (L 1010)*</p> <p>**Please refer to Canvas Course “10th Grade ELA Board” for additional resources</p>

Unit 5
Glossary of Key Terms

Key Term	Definition
Apathy	Lack of emotion, concern or interest.
Change	To become different, to make something or someone different.
Empathy	Ability to understand and share another's experiences and emotions.
Figurative Language	Language that deviates from a standard significance of sequence of words in order to achieve a special meaning or effect (e.g., similes and metaphors).
Plot structure	The structure of the actions in a dramatic or narrative work, ordered and rendered toward achieving particular emotional and artistic effects. The most basic elements in a plot line are: (a) exposition, (b) rising action, (c) climax, crisis, or turning point, (d) falling action, and (e) resolution or denouement.
Sympathy	The act of thinking or feeling like another.

Unit 5 Planning and Notes