

<p>Theme/Unit: English 10</p> <p>“Making Evidence-Based Claims” (This unit will introduce the year’s work.)</p> <p><b>Enduring Understandings:</b> How can I extract detailed information from texts and grasp how that information is conveyed? How can I make valid claims about the new information gleaned from texts and support those claims with evidence? How am I a creator of meaning as I engage with a text?</p>	<b>Reading Outcomes</b>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b> </div> <p>10.RI.1:Cite strong and thorough evidence... 10.RI.3: Analyze how the author unfolds and analysis or series of ideas or events... 10.RI.6: Determine an author’s point of view or purpose and how an author uses rhetoric to advance that POV or purpose. 10.RI.9: Analyzes seminal U.S. documents of historical and literary significance</p>	<div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 0 auto;"> <b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b> </div> <p>Students will read, both on their own and as a group in class, the two speeches, in small sections. The teacher will model forming and supporting evidence based claims based on the sections. The students will practice finding evidence for claims in pairs, practice making and supporting claims themselves, and practice evaluating others’ claims. Students will form their own claims, organize the evidence and write</p>	<b>Instructional Resources</b> *This Unit was adapted from Odell Education’s “Making Evidence-Based Claims.....Grade 10 <a href="http://www.engageny.org/resource/grade-10-ela-making-evidence-based-claims-unit">http://www.engageny.org/resource/grade-10-ela-making-evidence-based-claims-unit</a>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> Homework assignments, class activities, graphic organizers and worksheets provided in the unit plan Vocabulary quizzes.</p> <p><b>Summative – End of Unit:</b> Essay that develops an evidence-based claim from one or both of the speeches in the unit.</p> <p><b>Presentation:</b></p>	<b>Writing Outcomes</b>	<p>10.W.9b: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p><b>Literature Based Writing:</b></p> <p>3-5 paragraph essay that develops an evidence-based claim made by the student that is related to one or both of the speeches in the unit.</p> <p><b>Informational Writing:</b></p>	<b>Literature</b>	<p>“A Just and Lasting Peace” (Nobel Lecture, 2009) by Barack Obama Acceptance Speech (Nobel Peace Prize, 1964) by Rev. Dr. Martin Luther King, Jr.</p> <p style="text-align: center;">Both works could also be categorized as informational writing.</p>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<b>Language/Listening and Speaking</b>	<p>10.SL. 1: Initiate and participate effectively in a range of collaborative discussions...building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>Students work in pairs for many of the activities in the unit. They also discuss in the larger group their work they have done in pairs and by themselves.</p>	<b>Poetry</b>	
				<b>Informational</b>	
				<b>Focus Vocabulary</b>	<p><b>Tier 2 – Academic Vocabulary:</b> Scorn, debilitating, beleaguered, passivity, audacious, flotsam and jetsam, redemptive, turmoil, remiss, cynic, acute, advent, resurgence, sectarian, naïve, reconciling, consensus, arbitrary, mandate, abide, intransigence, hollow, callously, asunder, fallible, intractable, depravation</p> <p><b>Tier 3 – Content Vocabulary:</b> Antithetical, evidence-based claim, rhetoric, anaphora, metaphor, tone, style, quotation, paraphrase, inference,</p>

<p>Theme/Unit: Eng. 10, Unit 1, Collection 1 <u>Elements of Literature</u></p> <p>Enduring Understandings: What makes a well-lived life? How does one create a balance between work, love, and leisure?</p>	Reading Outcomes	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>10.RL.1: Cite thorough textual evidence to support analysis/inferences  10.RL.2: Determine theme and analyze how it is shaped by specific details  10.RL.3: Analyze how complex characters advance the plot or develop theme  10.RL.4: Analyze cumulative impact of specific word choice on meaning  10.RL.5: Analyze how an author’s choices (structure; plot; setting) create mystery, tension, or surprise  10.RI. 1: Cite strong and thorough textual evidence to support analysis and inferences  10.RI.2: Determine central idea; analyze its development; provide objective summary  10.RI.3: 10.RI 5: Analyze how ideas are developed and refined.</p>	<p style="text-align: center;"><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <p>Use close reading in class, stopping often, to discuss words, sentences, and details used by the authors of several of the texts to develop the plot, theme, setting, mood, and central ideas of the poems, articles, and short stories.  Model outlining one of the articles, giving the main idea and supporting details.  Use guided practice in class for students to outline the second article.  For independent practice, students outline the third for homework.</p>	<p style="text-align: center;"><b>Instructional Resources</b> <i>Shift 3: Staircase of Text Complexity</i></p> <p>Central Grade Appropriate Texts: <u>Elements of Literature, Collection 1</u></p>
<p>Assessments:</p> <p><b><u>Formative – During Unit:</u></b>  Short story quizzes  Vocabulary quizzes  Grammar quiz: using prepositional and appositive phrases  Critical thinking questions  Writing – synthesis of three articles  Writing – analysis of setting and mood  Writing – analysis of theme</p> <p><b><u>Summative – End of Unit:</u></b>  Test for Collection 1, textbook pp. 76-79, plus a short story passage and poem that are related to the articles, with questions.</p> <p>Presentation: none</p>		Writing Outcomes	<p>10.W.2: Write informative/explanatory texts  1. synthesis of the main ideas and supporting details of the three articles  2. analysis of author’s use of setting details to create mood, 3. analysis of the theme)  10.W.5: Edit essays for conventions, especially for using phrases, and for vocabulary</p>	<p><b><u>Literature Based Writing:</u></b>  analysis of Bradbury’s use of setting details to create the mood in “The Pedestrian.”  analysis of the theme of either “The Colomber” or “Contents of the Dead Man’s Pocket” as it is exemplified by conflicting desires of the characters.</p> <p><b><u>Combined Lit and Info Based Writing:</u></b></p> <p><b><u>Informational Writing:</u></b> synthesis of articles</p>
<p>Prior Knowledge:</p> <p>Review standard L-4, Greek and Latin affixes and roots, from prior grade level.  Review prepositional and appositive phrases  Review the elements of plot (conflict, climax), mood(suspense), character, and theme.</p>	Language/Listening and Speaking		<p>L.4.b. Identify and correctly use patterns of word changes; consult references to find etymology  L.1.b. Use various types of phrases and clauses to add variety and interest to written work</p>	<p>Vocabulary lessons to discuss meanings, structures, etymologies of words; and how the prefixes, roots, and suffixes can be used to make and alter other words.  Vocabulary lessons to preview words, review meanings, relate words to other words and to students’ lives.  In-class group practice, homework worksheets for independent practice.  Lesson to review prepositional and appositive phrases.  Homework practice identifying prepositional and appositive phrases. Guided practice writing sentences using prepositional and appositive phrases. Independent practice with prep. and app. phrases.</p>

<p>Theme/Unit: English 10, Unit 2, collection 4, <u>Elements of Literature</u></p> <p>Enduring Understandings: Human beings are not all-powerful in the face of a disastrous event, and we must make difficult choices in disasters. What makes one person risk his life to help another?</p> <p>Comparing themes across genres.</p>	Reading Outcomes	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Standards-Based Essential Skills to be Targeted Throughout the Unit</div> <p>I. 9-10.7: Analyze various accounts of a subject told in different mediums (genres, here), determining which details are emphasized in each account. (Allende, Graham)  10.RI-8: Delineate and evaluate the argument and specific claims in a text, assessing reasoning, evidence. (Allred and Bloom, Sjoerdsma)  10.RI-5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences and paragraphs (Rosenblatt, Hoyle)  10.RL-2: Determine theme and analyze its development (Bible, Allende, Heyden, Piercy,)  10.RL-3: Analyze how complex characters develop and advance the theme (Allende, Heyden)  10.RL-Analyze works by authors who represent diverse world cultures (Allende, Bible)</p>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</div> <p>Close reading in class. Class discussion. Guided practice. Going over close-reading questions in the textbook  Modeling writing an objective summary.  Modeling/reviewing an essay of comparison</p>	Instructional Resources		
<p style="text-align: center;">Assessments:</p> <p><b><u>Formative – During Unit:</u></b></p> <p>Vocabulary quizzes; critical thinking and literary analysis questions from the textbook; short essays related to each selection to analyze theme and main idea, or to evaluate argument; objective summaries of selections, grammar quizzes (phrases)</p> <p><b><u>Summative – End of Unit:</u></b></p> <p>Collection 4 Skills Review, pp. 354-357, with revised questions; essay to compare themes of poem and story; research paper</p> <p><b><u>Presentation:</u></b></p> <p>Short (3 minute) presentation on research topic (humanitarian response to disaster, using technology)</p>		Writing Outcomes	<p>W.9-10.2 Write informative/explanatory texts to convey complex ideas clearly and accurately.  W.9-10.4  W.9-10.5  W.9-10.7 Conduct short research projects to answer a question. (Research paper  W.9-10.6 Use technology to publish and display information (presentation)</p>	<p><b><u>Literature Based Writing:</u></b></p> <p>Comparing themes of Piercy’s poem and Heyden’s story (on summative assessment)</p> <p><b><u>Combined Lit and Info Based Writing:</u></b></p> <p>*Comparing a theme across genres/how genre relates to purpose (Allende and Rosenblatt</p> <p><b><u>Informational Writing:</u></b></p> <p>*Comparing the choices made by the people in the video clip to the people in Graham’s article about the mudslides in Colombia and Rosenblatt’s essay, and to J.C. Hoyle (“State Championship”)  *Brief research paper about the humanitarian response to a recent disaster.</p>	Poetry	<p>“Gracious Goodness” by Marge Piercy</p>
<p style="text-align: center;">Prior Knowledge:</p> <p>Review allusion, writing an essay to compare and contrast, universal themes</p>		Language/Listening and Speaking	<p>L.9-10.3 Apply knowledge of language to understand how language functions in different contexts (persuasive writing vs. objective writing)  L.9-10 .6 Acquire and use accurately general academic and domain-specific words and phrases; demonstrate independence in gathering vocabulary knowledge  L.9-10.1.b. Use various types of phrases and clauses to add variety and interest to written work (focus on participial phrases)</p>	<p>*Analysis of language used by Allred, Bloom to show words used for emotional appeal as opposed to objective language.  *Modeling finding a words meaning using the context, or dictionaries.  *Lessons to teach the academic vocabulary  *In-class group practice  *Homework worksheets for independent practice</p>	Focus Vocabulary	<p style="text-align: center;"><i>Shift 3: Staircase of Text Complexity</i></p> <p style="text-align: center;"><i>Shift 1: Balance of Informational and Literacy Text</i></p> <p>Central Grade Appropriate Texts: <u>Elements of Literature: Fourth Course</u></p> <p>“The Parable of the Good Samaritan” (The Bible)  “End of Clay Are We Created” Isabel Allende (short story)  ““What Happened During the Ice Storm” Jim Heyden</p> <p>“Ill-Equipped Rescuers...” Bradley Graham (newspaper article)  “The Man in the Water” Roger Rosenblatt (essay)  “Hard Choices and Human Compassion”(documentary video clip)  Research materials about humanitarian response to disasters in students’ lifetimes (i.e. the earthquake and tsunami in Japan 2011, tornadoes in Alabama, etc.)  “A State Championship Versus Runner’s Conscience” J.C. Hoyle (op-ed)  “If Decency Doesn’t, Law Should...” Allred and Bloom (op-ed)  “Good Samaritans U.S.A. Are Afraid to Act” Sjoerdsma (op-ed)  Internet article about the accident of Princess Diana for background knowledge to prepare for the reading of the last two op-ed pieces</p> <p>Tier 2 – Academic Vocabulary subterranean, magnitude, presentiments, tenacity, equanimity, fortitude, ingenuity, resignation, pandemonium, commiserate, flailing, extravagant, abiding, pitted, implacable, allegations, depraved, liability, rationalizations, solidarity, callous, feigning, immunity, construed,  Tier 3 – Content Vocabulary connotation, denotation, argument, loaded words, jargon, anecdote</p>

<p><b>Theme/Unit:</b> English 10.3: Argument (approximately 6 weeks)  <b>Enduring Understandings:</b> What is a valid argument? How can I write an argument that is not only persuasive, but also logical? What can I look for in the speech and writing of others to determine the validity of their arguments?</p>	<b>Reading Outcomes</b>	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>10.RI. 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.</p> <p>10.RI.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>(Standards 1-3, related to Key Ideas and Details, and 4-6, related to Craft and Structure) will also be touched upon as students analyze the effectiveness of written arguments. Several rhetorical devices will be introduced, which will relate to RI Standard 6.</p>	<p style="text-align: center;"><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <p>Students will read, analyze, and evaluate arguments from their textbooks and other sources, both in class as the unit is introduced and skills are practiced, and, later, independently.</p>	<b>Instructional Resources</b>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> Worksheets and graphic organizers from the “Analyzing Famous Speeches” lesson plan. Completion of steps in the process of research/gathering information/forming an arguable thesis/developing an argument/outlining and drafting the paper. Quizzes on terms and vocabulary related to the research process and writing arguments, propaganda terms.</p> <p><b>Summative – End of Unit:</b> A five to seven page research paper that presents a claim and supports the claim with data/evidence/support from a variety of sources. The paper must follow the rules of MLA style.</p> <p><b>Presentation:</b> Students <u>may</u> present their research papers to the class, if time allows.</p>	<b>Writing Outcomes</b>	<p>10.W.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Explore and inquire into areas of interest to formulate an argument.(a,b,c,d,e under this standard will also be covered.)</p> <p>10.W.4-6: Produce clear and coherent writing; plan revise, edit, rewrite; use technology</p> <p>10.W. 7-8: Conduct sustained research projects to answer a question, synthesize multiple sources, and explore topics dealing with different world viewpoints. Gather relevant information from multiple authoritative print and digital sources, using adv. searches, assessing each source, integrating information selectively to maintain an <u>argument</u>, avoid plagiarism and follow MLA style guidelines.</p>	<p><b>Literature Based Writing:</b></p> <p><b>Informational Writing:</b></p> <ol style="list-style-type: none"> <li>5-7 paragraph essay to analyze the argument of a famous speech</li> <li>5-7 page research paper in MLA style that is actually an argument.</li> </ol>	<b>Literature</b>	<p>Essays about the good Samaritan laws from previous unit (now being used to evaluate the arguments used.) Lesson from website “readwritethink” (NTCE) entitled “Analyzing Famous Speeches as Arguments” <a href="http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-arguments-30526.html">http://www.readwritethink.org/classroom-resources/lesson-plans/analyzing-famous-arguments-30526.html</a></p>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<b>Language/Listening and Speaking</b>	<p>10.SL.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> <p>10.SL.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p> <p>10.L.1, 2, 3, 4, 5, 6</p> <p>(10.L.3a: “Write and edit work so that it conforms to the guidelines in a style manual appropriate for the discipline and writing type” will be practiced and mastered in this unit.)</p>	<p>Students will be listening to each other’s speeches and evaluating each other’s use of reasoning and language.</p> <p>Students’ arguments will be written in MLA style. Rough drafts will have to be edited so that errors in style are corrected.</p>	<b>Poetry</b>	<p>Students will use the library, data bases, and the internet to find source material to learn about the topic they have selected or been assigned.</p> <p><b>Tier 2 – Academic Vocabulary:</b> advocate, advocacy, bias, credible, credibility, inductive, deductive, discrepancy, MLA style, parenthetical citation, plagiarism, relevant, source material,</p> <p><b>Tier 3 – Content Vocabulary:</b> Introduce argument terms (this year only; next year they will need to be reviewed, as they will be introduced in ninth grade): claim, counterclaim, opposing claim, distorted evidence, formal tone, logical fallacy, objective tone, pathetic fallacy, premise, rhetorical appeal, rhetoric, syllogism, Toulmin argument (claim, grounds, warrant, backing, rebuttal/reservation, qualification) Introduce propaganda terms</p>

<b>Theme/Unit:</b> English 10, unit 4, <i>To Kill a Mockingbird</i> 6-7 weeks		<b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b>	<b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b>	<b>Instructional Resources</b>
<p><b>Enduring Understandings:</b> We need to have tolerance, acceptance, understanding, and compassion for all people. It takes courage to stand up for your convictions. All people should be treated fairly.</p> <p>How are writers and other artists affected by the times in which they live? How do they use language and literature to express the important themes of their times?</p>	<b>Reading Outcomes</b>	<p>10.RL. 1/10.RI.1 : Cite strong and thorough textual evidence.</p> <p>10.RL. 2 : Determine a theme and analyze in detail.</p> <p>10.RL.3: Analyze how complex characters (Scout, the Ewells during the trial) develop over the course of the text, interact with other characters and develop the theme.</p> <p>10. RL. 4: Determine the meanings of words as they are used in the text. Analyze how language evokes a sense of time and place</p> <p>10.RL.9: Analyze how a writer draws on and transforms source material (the Scottsboro trials)</p> <p>10.RL.10: Read and comprehend literature at the high end of the text complexity band proficiently and independently.</p> <p>10.RI.1, 2: Cite textual evidence to support analysis of what the text says explicitly and implicitly and provide an objective summary of the text.</p> <p>10.RI.3: Analyze how an author unfolds a series of ideas. (letter by King)</p> <p>10.RI.6 Determine an author’s point of view or purpose and analyze how an author uses rhetoric to advance that purpose (King)</p> <p>10.RI.9 Analyze seminal US documents of historical and literary significance. (King’s letter)</p>	<p>Students will mostly read the novel outside of class for homework and prepare for class discussion by reading closely to determine text-based questions and ideas for discussion. Students will have guiding questions to help them read, and will form questions for discussion independently as they read. There will be daily class discussion of the meaning of the text to analyze Harper Lee’s use of characterization, point of view, symbolism, parallel plots, and irony to bring out her themes. There will be homework assignments in which students will use the text to answer questions about the books characters, setting, conflicts, symbols, and themes. Students will take notes in class after homework and class discussions to help them remember the important concepts, themes and literary elements in the book.</p> <p>Students will read the poems in class, discussing the meaning and structure of the poems, and discussing how the ideas in the poems are related to the novel.</p> <p>Students will read King’s letter in class and again for homework, and will be guided in determining King’s argument, and finding the rhetorical devices King used to make his argument effective.</p> <p>Students will watch the documentary and listen to the NPR show in class and prepare for class discussion by writing objective summaries and making a list of questions to generate discussion in peer groups</p>	<b>Literature</b> <p><i>To Kill a Mockingbird</i> by Harper Lee film and novel (and audio book read by Sissy Spacek)</p> <p>and, <i>perhaps</i>, <i>The Help</i> by Kathryn Stockett (film and novel)</p>
<p><b>Assessments:</b> <b>Formative – During Unit:</b> vocabulary homework assignments, homework questions on the chapters, quizzes on academic vocabulary, quizzes on the plot, characters, setting, conflicts, etc., of the novel. Objective summaries of the informational pieces. Graphic organizers and other assignments dealing with the argument /rhetorical devices in King’s letter</p> <p><b>Summative – End of Unit:</b> Unit test that covers both content and skills. Critical analysis essay about one of the poems. Literary analysis of Lee’s use of characterization, irony, symbol, or point of view to bring out the theme. Essay about the argument and use of rhetorical devices in King’s letter.</p> <p><b>Presentation:</b></p>	<b>Writing Outcomes</b>	<p>10.W.2: Write explanatory texts to examine and convey complex ideas etc. (a-f)</p> <p>10.W.4, 5: Produce clear and coherent writing; develop and strengthen writing.</p> <p>10.W.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research...apply grades 9-10 reading standards to literature.</p> <p>10.W.10: Write routinely.</p> <p>10.W.11: Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p> <p>c. develop critical and interpretive texts from more than one perspective, including historical and cultural</p>	<p><b>Literature Based Writing:</b> critical analysis of one of the poems from a historical or cultural perspective.</p> <p>Literary analysis of Lee’s use of characterization, irony, symbol, or point of view.</p> <p>Comparison of Tom’s trial in <i>TKaM</i> to that of the Scottsboro boys</p> <p><b>Informational Writing:</b> Objective summaries of Scottsboro documentary and King letter. Essay about the argument and use of rhetorical devices in King’s letter.</p>	<b>Poetry</b> <p>Selected poems by Langston Hughes, Maya Angelou and others</p>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b> (see resources column)</p>	<b>Language/Listening and Speaking</b>	<p>10. SL. 1, 4, 6: Initiate and participate in class discussions, present information, findings and evidence clearly, adapt speech to a variety of contexts.</p> <p>10.L. 1 and 2: Demonstrate command of conventions</p> <p>10.L. 4: Determine or clarify the meaning of unknown words.</p> <p>10.L. 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>10.L.6: Acquire and use accurately general academic and domain specific words and phrases.</p>	<p>Students will prepare for class discussions by reading the novel and other works.</p> <p>Students will revise and rewrite their essays to eliminate errors in conventions, and to sure their writing is clear and concise.</p> <p>Students will do homework assignments to assist in their acquisition of academic and content vocabulary.</p>	<b>Focus Vocabulary</b> <p><b>Tier 2 – Academic Vocabulary:</b> There are three lists of Tier 2 words that will be given to students taken from the text of <i>To Kill a Mockingbird</i> A Tier 2 word list from the other material will be developed and given to students as well.</p> <p><b>Tier 3 – Content Vocabulary:</b> First person point of view, setting, characterization, dialogue, dialect, symbols, irony of situation, theme, man vs. society conflict, documentary, free verse, ballad,</p>

<p><b>Theme/Unit:</b> English 10, Unit 4, Steinbeck novels, <i>The Pearl</i>; <i>Of Mice and Men</i> (5-6 weeks)</p> <p><b>Enduring Understandings:</b> Universal themes of man’s struggle with a power much larger than himself; man’s need to be connected to others; man’s desire to feel worthy and valued by others; how man deals with subjugation, repression, and powerlessness; how people need hopes and dreams to survive</p> <p>How do writers use imagery, dialogue, diction, and the methods of characterization to create memorable characters?</p> <p>How can writers advocate for others through literature?</p>	<u>Reading Outcomes</u>	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>10.RL. 1/10.RI.1 : Cite strong and thorough textual evidence.  10.RL. 2 : Determine a theme and analyze in detail. Analyze how the author’s use of literary elements such as characterization, foreshadowing, mood, imagery, etc., contribute to the overall theme and effect.  10.RL.3: Analyze how complex characters (Kino, George) develop over the course of the text, interact with other characters and develop the theme.  10. RL. 4: Determine the meanings of words as they are used in the text; analyze how language evokes a time and place.  10.RL.6: Analyze a particular cultural experience reflected in a work from outside the United States (even though Steinbeck is American, the setting of <i>The Pearl</i> is colonial Mexico under the rule of Spain)  10.RL.9: Analyze how a writer draws on and transforms source material (the allusion from Burns’ poem)  10.RL.10: Read and comprehend literature at the high end of the text complexity band proficiently and independently.</p>	<p style="text-align: center;">Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</p> <p>Students will mostly read the novels outside of class for homework and prepare for class discussion by reading closely to determine text-based questions and ideas for discussion. Students will have guiding questions to help them read, and will form questions for discussion on their own as they read. There will be daily class discussion of the meaning of the text to analyze Steinbeck’s point of view, writing style, methods of characterization, use of symbols, and the use of imagery to create mood/foreshadowing. There will be homework assignments in which students will use the text to answer questions about the books characters, setting, conflicts, symbols, and themes. Students will take notes in class after homework and class discussions to help them remember the important concepts, themes and literary elements in the books.  Students will read the poem in class, discussing the meaning and structure of the poem, and discussing how Steinbeck used a line from the poem as the title of his novel (allusion), and how the ideas in the poem are related to the novel.</p>	<u>Instructional Resources</u>	
<p><b>Assessments:</b>  <b>Formative – During Unit:</b> vocabulary homework assignments, homework questions/journaling on the chapters, quizzes on academic vocabulary, quizzes on the plot, characters, setting, conflicts, etc., of the novel.  <b>Summative – End of Unit:</b> Unit test (content and skills. Students will be presented with new material and asked to use learned skills.)  Two literary analysis essays  One narrative essay</p> <p><b>Presentation:</b>  Students will present their narrative pieces to their classmates online or in a blog (details to be determined)</p>	<u>Writing Outcomes</u>	<p>10.W.2: Write informative texts to examine and convey complex ideas... (a-f)  10.W.3: Write narratives to develop real or imagined experiences...(a-f)  10.W.4: Produce clear and coherent writing.  10.W.5: Develop and strengthen writing.  10.W.6: Use technology to produce and publish.</p>	<p><b>Literature Based Writing:</b>  1. Literary analysis/<i>The Pearl</i> – two layers/two themes  2. Literary analysis/character sketch <i>Of Mice and Men</i>  3. Narrative/modern parody of <i>The Pearl</i></p> <p><b>Informational Writing</b></p>	<u>Poetry</u>	<p>“To a Mouse” by Robert Burns</p>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<u>Language/Listening and Speaking</u>	<p>10.L.4b: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech</p>	<p><i>Of Mice and Men</i> Tier 2 vocab. Lists focus on patterns of word changes between parts of speech, primarily adjectives and adverbs, but nouns to verbs, etc. Students will write sentences using the words correctly as different parts of speech.</p>	<u>Focus Vocabulary</u>	<p><b>Tier 2 – Academic Vocabulary:</b>  There are two academic vocabulary lists for <i>The Pearl</i>, and three lists for <i>Of Mice and Men</i>.</p> <p><b>Tier 3 – Content Vocabulary:</b>  Parable, oral tradition, characterization (direct and indirect), imagery, sensory language, symbolism, allusion, third person objective point of view, third person limited point of view, setting, style, mood, diction, dialect, Realism, apostrophe (the figure of speech)</p>

<p><b>Theme/Unit:</b> English 10, Unit 5, <i>Macbeth</i> 5 weeks</p> <p><b>Enduring Understandings:</b> Universal themes: “Power corrupts,” appearance vs. reality, the competing forces of good and evil in man, the desire for power and glory.</p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Reading Outcomes</b></p>	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>10.RL. 1/10.RL.1 : Cite strong and thorough textual evidence.  10.RL. 2 : Determine a theme and analyze in detail.  10. RL. 4: Determine the meanings of words as they are used in the text.  10.RL.5 : Analyze how juxtaposition creates tension or irony.  10.RL.9: Analyze how a writer draws on and transforms source material.  10.RL.10: Read and comprehend literature at the high end of the text complexity band proficiently, and perhaps independently.  10.RL.11: Interpret and analyze drama by making connections to other texts, ideas, cultural perspectives, and eras.</p>	<p>Both oral reading in class and independent reading of the text for homework. Class discussion of the meaning of the text, often line by line, to determine the meanings of words, lines, speeches and scenes; to analyze Shakespeare’s use of figurative and poetic language, juxtaposition, motifs, and foils.  Homework reading to gain information about the history of Macbeth’s Scotland and Shakespeare’s England in order to see how a writer transforms source material.  Homework assignments that require students to answer questions on the play and supplemental materials and give textual support for their answers.  Research reading assignments to find information about other rulers who have come to tragic endings like Macbeth due to the corrupting influence on power.</p>	<p><b>Instructional Resources</b></p>	
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> quizzes on academic vocabulary, quizzes on content vocabulary and literary elements along with the plot and structure of the play.</p> <p><b>Summative – End of Unit:</b> Unit test covering the plot and structure of the play, the historical context of the play, content and academic vocabulary, including literary analysis essay</p> <p><b>Presentation:</b> Comparison essay; argument essay.</p>		<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Writing Outcomes</b></p>	<p>10.W.1: Write arguments to support claims.  10.W.2: Write explanatory texts to convey complex ideas and information.  10.W.4: Produce clear and coherent writing.  10.W.5: Develop and strengthen writing using the writing process.  10.W.7: Conduct short research projects to answer a question or solve a problem. (comparison essay)  10.W.11: Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.</p>	<p><b>Literature Based Writing:</b> <u>Literary analysis</u> of Macbeth, showing the elements of tragedy apparent in the work, and how tragedy supports the theme, using textual support  <u>Argument:</u> Using textual evidence, prove the force most responsible for Macbeth’s fall – his own character flaws, the element of fate or the supernatural as personified by the witches, or the influence of his wife.</p> <p><b>Informational Writing:</b> <u>Comparison</u> of Macbeth in the tragedy to the Macbeth of real life to show how authors change or manipulate history to serve their own purposes  <u>Comparison</u> of Macbeth in the tragedy to a “modern day” ruler who may have been corrupted by power and fell from favor.</p>	<p><b>Literature</b></p>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Language/Listening and Speaking</b></p>		<p>10.SL.1: Initiate and participate effectively in a range of collaborative discussions...  10.SL.4: Present information clearly, concisely and logically.</p> <p>10.L.1: Demonstrate command of conventions of grammar and usage, using parallel structure, and various phrases to convey meanings.  10.L.2: Demonstrate command of conventions of capitalization, spelling, and punctuation, using semicolons and colons effectively.  10.L.4: Use a range of strategies to clarify the meanings of unknown and multiple meaning words.  10.L.5: Demonstrate understanding of figurative language.</p>	<p>Students will participate in small group/pairs/and large group discussions throughout the reading of the play. Through guidance and peer response, they will learn to present their ideas clearly and concisely.</p> <p>Students will use writing process and edit work.</p> <p>Students will keep vocabulary notebooks in which study words, definitions, parts of speech, and other context notes are written down. Students will study for vocabulary quizzes. Other methods of acquiring tier 2 vocabulary include concept definition maps, possible sentences using word pairs, and word sorts.</p> <p>Tier 3 vocabulary will be entered in literary elements/literary terms section of notebook, with examples from the play.</p>	<p><b>Poetry</b></p>
					<p><b>Informational</b></p>
				<p><b>Focus Vocabulary</b></p>	<p><b>Tier 2 – Academic Vocabulary:</b>  There are four lists of tier 2 vocabulary words that accompany this play, derived from the text itself.</p> <p><b>Tier 3 – Content Vocabulary:</b>  Tragedy, tragic hero, tragic flaw, dramatic foil, juxtaposition, iambic pentameter, blank verse, imagery, motif, gun-powder plot, soliloquy, dramatic monologue, sonnet, Jacobean Era</p>

<p><b>Theme/Unit:</b> English 10, Unit 6, <i>Lord of the Flies</i> (5 weeks)</p> <p><b>Enduring Understandings:</b> Man’s inhumanity to man, the need for rules and social order, What is the cause and nature of the age-old battle between good and evil? How do writers express the “big” questions about life (i.e. the nature of good and evil) in literary forms?</p>	<b>Reading Outcomes</b>	<p style="text-align: center;"><b>Standards-Based Essential Skills to be Targeted Throughout the Unit</b></p> <p>10.RL. 1/10.RI.1 : Cite strong and thorough textual evidence.  10.RL. 2 : Determine a theme and analyze in detail. Analyze how the author’s use of characters, objects, and setting as symbols provides several layers of meaning.  10.RL.3: Analyze how complex characters (Ralph, and to some extent, Jack) develop over the course of the text, interact with other characters and develop the theme.  10. RL. 4: Determine the meanings of words as they are used in the text.  10.RL.9: Analyze how a writer draws on and transforms source material (the Bible) (novel and poems)  10.RL.10: Read and comprehend literature at the high end of the text complexity band proficiently and independently.  10.RI.1, 2: Cite textual evidence to support analysis of what the text says explicitly and implicitly and provide an objective summary of the text.</p>	<p style="text-align: center;"><b>Strategies or Best Practices Used to Explicitly Teach Skills and Concepts</b></p> <p>Students will mostly read the novel outside of class for homework and prepare for class discussion by reading closely to determine text-based questions and ideas for discussion. Students will have guiding questions to help them read, and will form questions for discussion on their own as they read. There will be daily class discussion of the meaning of the text to analyze Golding’s use of allegory, character types, allusions, and symbols to bring out his themes. There will be homework assignments in which students will use the text to answer questions about the books characters, setting, conflicts, symbols, and themes. There will be at least one small group, collaborative activity in which students work together to interpret the allegory by studying the symbolism used throughout the novel. Students will take notes in class after homework and class discussions to help them remember the important concepts, themes and literary elements in the book.  Students will read the poems in class, discussing the meaning and structure of the poems, and discussing how the ideas in the poems are related to the novel.  Students will read the articles in class or for homework and prepare for class discussion by writing objective summaries and making a list of questions to generate discussion in peer groups</p>	<b>Instructional Resources</b>
<p><b>Assessments:</b></p> <p><b>Formative – During Unit:</b> vocabulary homework assignments, homework questions on the chapters, quizzes on academic vocabulary, quizzes on the plot, characters, setting, conflicts, etc., of the novel. Objective summaries of the informational articles.</p> <p><b>Summative – End of Unit:</b> Unit test.</p> <p><b>Presentation:</b> none for this unit</p>	<b>Writing Outcomes</b>	<p>10.W.4, 5: Produce clear and coherent writing; develop and strengthen writing.</p> <p>10.W.9a: Draw evidence from literary or informational texts to support analysis, reflection, and research...apply grades 9-10 reading standards to literature.</p> <p>10.W.10: Write routinely.</p>	<p><b>Literature Based Writing:</b> Following the steps of the writing process, students will write a three page analysis of the novel which focuses on theme and the literary elements Golding uses to express the theme. T</p> <p><b>Informational Writing:</b> Students will write objective summaries of the articles to prepare for class discussion.</p>	<b>Literature</b>
<p><b>Notes:</b></p> <p><b>Review:</b></p> <p><b>Websites:</b></p>	<b>Language/Listening and Speaking</b>	<p>10. SL. 1, 4, 6: Initiate and participate in class discussions, present information, findings and evidence clearly, adapt speech to a variety of contexts.</p> <p>10.L. 1 and 2: Demonstrate command of conventions  10.L. 4: Determine or clarify the meaning of unknown words.  10.L. 5: Demonstrate understanding of figurative language, word relationships and nuances in word meanings.  10.L.6: Acquire and use accurately general academic and domain specific words and phrases.</p>	<p>Students will prepare for class discussions by reading the novel/articles/poems and coming to class with topics and questions for discussion in both large and small groups.</p> <p>Students will revise their objective summaries and thematic essays to eliminate errors in conventions.</p> <p>Students will answer questions related to and discuss the figurative language used in the poems (simile, metaphor, symbol, allusion) as well as the word choices made by the poets “loosed”, “slouches,” etc.</p>	<b>Poetry</b>
	<b>Informational</b>			<b>Informational</b>
	<b>Focus Vocabulary</b>			<b>Poetry</b>

*Lord of the Flies* by William Golding

“Fire and Ice” by Robert Frost  
“The Second Coming” by William Butler Yeats

*New York Times* article “For the Worst of Us, the Diagnosis May Be ‘Evil’” by Benedict Carey  
<http://www.nytimes.com/2005/02/08/health/psychology/08evil>  
*Slate* article “The Depressive and the Psychopath” by Dave Cullen  
[http://www.slate.com/articles/news\\_and\\_politics/assessment/2004/04/the\\_depressive\\_and\\_the\\_psychopath.html](http://www.slate.com/articles/news_and_politics/assessment/2004/04/the_depressive_and_the_psychopath.html)

**Tier 2 – Academic Vocabulary:**  
There are three lists of Tier 2 vocabulary words that go with this novel.

**Tier 3 – Content Vocabulary:**  
Symbolism, allegory, microcosm, Biblical allusion, ethos, scapegoat, universal themes  
Review: theme, irony, setting