

Unit:	Novel Study with a focus on Plot, Theme, Central Idea, and Objective Summaries				
Essential Question:	Who are we? <i>Who are we as a group? What do we value/what are our values? What do we believe is right/wrong?</i>				
Timeline:	Semester 1: Weeks 1-6				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL. 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</p> <p>RL.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.</p> <p>RL.10.5 Analyze how an author’s choices concerning how to structure a text, order of events within it, and manipulate time create such effects as mystery, tension, or surprise</p> <p>RI.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.</p> <p>W.10.2 Write informative/ explanatory texts to examine</p>	<p>1. Identify and explain plot structure in short stories and novels.</p> <p>2. Analyze how author’s structure a text and manipulate time to create mystery, tension, or surprise.</p> <p>3. Determine theme in literature; provide an objective summary of the text.</p> <p>4. Narrative will focus on context, point of view, and sequence of events. In addition, narrative and sequence techniques will be used with precise words, details, and sensory language.</p> <p>5. Determine a central idea and analyze its development ; provide an objective summary of the text.</p>	<p>“The Giver” by Lois Lowry</p> <p>“Of Mice and Men” by John Steinbeck</p> <p>“Lord of the Flies” by William Golding</p> <p>“The Flowers” by Alice Walker</p> <p>“The Pedestrian” by Ray Bradbury</p> <p>Info. Materials: “Double Daddy” by Penny Parker, “Diary of a Mad Blender” by Sue Shellenbarger, “The Child’s View of Working Parents” by Cora Daniels</p>	<p>1. Examine the elements of plot and create a plot graph using textual evidence.</p> <p>2. Create a 3-column dialectical journal in which students identify examples of manipulation of time. Use textual evidence and justify their examples.</p> <p>3. Analyze the steps to revealing theme: title, conflict, how the character changes, resolution.</p> <p>4. Write an autobiographical narrative in which a student discusses a person important to him/her with a focus on precise words, details, and sensory language. (Show vs. Tell)</p> <p>5. Determine the central idea of each text using each writer’s main ideas and supporting evidence; evaluate each selection and make connections; relate each writer’s message to other works you have read; synthesize all works to discuss central ideas/theme.</p> <p>6. Class would dissect society and its values and generate guidelines to form our own Utopian Society; analyze values versus reality.</p>	<p>1. Read a draft of another student’s autobiographical essay. Highlight instances of parallel structure and places where parallel structure could strengthen the quality of the writing. Discuss with your partner how and why parallel structure can enhance your writing.</p> <p>2. Using personal pronouns (nominative and objective case): Edit and rewrite a paragraph (provided, Holt pg. 43) correcting the personal pronouns</p> <p>3. Personal Pronouns continued: review antecedent. Replace unclear pronouns with the noun to which it</p>	<p>Plot- basic situation, rising action, climax, falling action, resolution</p> <p>Conflict</p> <p>Setting</p> <p>Inference</p> <p>Theme</p> <p>Universal theme</p>

<p>and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.10.3 a-e Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>SL.10.1 Initiate and participate effectively in a range of collaborative discussions with diverse partners on grade 10 topics, texts, and issues, building on the other's ideas and expressing their own clearly and persuasively.</p> <p>L.10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. a. use parallel structure</p>				<p>refers. Provide unclear examples of pronoun reference and exchange with a partner. Make the ambiguous pronouns clear.</p>	
--	--	--	--	--	--

Unit:	Novel Study with a focus on Character, Textual Evidence, Inference,				
Essential Question:	What is the nature of man?				
Timeline:	Weeks 7-12				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL.10.9 Analyze how an author draws on and transforms source material in a specific work.</p> <p>RL. 10.3 Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop a theme.</p> <p>RI 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.</p> <p>RI 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,</p> <p>RI 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.</p> <p>W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to</p>	<ol style="list-style-type: none"> 1. Analyze how author’s use source material 2. Analyze character development 3. Cite textual evidence that supports the analysis of the text and inferences drawn from the text. 4. Analyze how authors’ unfold a series of ideas or events to create text structure. 5. Analyze the accounts of a subject in two different mediums. 6. Write a cohesive essay demonstrating knowledge of how character is revealed in literature (Character Analysis). 7. Draw evidence from literary texts to support analysis and reflection (character analysis). 	<p>“The Giver” by Lois Lowry</p> <p>“Of Mice and Men” by John Steinbeck</p> <p>“Lord of the Flies” by William Golding</p> <p>“Everyday Use” by Alice Walker</p> <p>“Two Kinds” by Amy Tan</p> <p>“Interview With Alice Walker’</p> <p>“Interview with Nikki Giovanni”</p> <p>“Thinkin’ on Marryin”</p> <p>“A Baby’s Quilt to Sew Up the Generations”</p> <p>“The Cold Equations” by</p>	<ol style="list-style-type: none"> 1. Synthesize historical and biographical background to demonstrate understanding of character and theme to create a compare/contrast graphic organizer using the fiction and its historical context. 2. Classify the actions of the characters in the literature using STEAL method (Say, Think, Everyone else’s impression, Actions, Looks) culminating in a character analysis. 3. Work in pairs to uncover and examine thematic connections in a chapter. Justify findings using textual evidence from both literature and informational materials (dialectical journal or Cornell notes) 4. Interpret the influence of quilts and quilting on African American culture. Use a variety of sources, including pictures to verify the facts in the selections. Complete a KWL chart using textual evidence. 5. Write a character analysis demonstrating how an author reveals character using evidence from literary texts to support analysis and reflection. 	<ol style="list-style-type: none"> 1. Use “Thinkin’ on Marryin” and find at least 6 examples of regional dialect. Write the standard English equivalent. Then, choose a paragraph from the oral history and rewrite it in standard English, without the dialect. 2. Review independent and subordinate clauses. Edit and rewrite a paragraph (provided, pg. 111) correcting all errors in the use of subordinate clauses. 3. Subject-verb agreement: singular subjects take singular verbs; plural subjects take plural verbs. Correct your partner’s problem/solution writing prompt for “The Cold Equations” pg. 185 	<p>Character/ characterization</p> <p>Round character</p> <p>Stock character</p> <p>Antagonist</p> <p>Protagonist</p> <p>Flat character</p> <p>Dynamic character</p> <p>Direct characterization</p> <p>Indirect characterization</p>

<p>task, purpose, and audience. W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>Tom Godwin/ "Twilight Zone: Cold Equations" "All Watched Over by Machines of Loving Grace" by Richard Brautigan (poem) "Taste-The Final Frontier" by Esther Addley (Info. Material)</p>		<p>and check for subject verb agreement. Explain the corrections to your partner.</p>	
--	--	---	--	---	--

Unit:	Drama				
Essential Question:	Are humans inherently good or evil?				
Timeline:	Weeks 13-18				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL. 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). SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and</p>	<p>1. Determine the figurative and connotative meaning of words and phrases; analyze the impact of specific word choices on meaning and tone. 2. Use digital media to enhance presentations 3. Adapt Speech to a variety of contexts and tasks. 4. Determine the meaning of multiple meaning</p>	<p><i>Macbeth</i> <i>A Midsummer Night's Dream</i> <i>Julius Cesar</i> "William Shakespeare's Life: a Biographical Sketch" by Robert Anderson "The Elizabethan Stage" by</p>	<p>1. Recognize and classify various examples of figurative language with interpretations using textual evidence (groups may be given parameters or assignments using characters or figures of speech). 2. Create a digital presentation based on essay written in response to the essential question, drawing on all literature covered in the semester. 3. Building on figurative language performance task, decipher Shakespearean language into</p>	<p>1. Focus on learned grammar in writing assignments and include work on: fragments and run-on sentences active and passive voice</p>	<p>Aside Comedy Dialogue Dramatic irony Foil Iambic pentameter Irony-situational and verbal Monologue Protagonist Soliloquy Tragedy Tragic flaw Tragic hero</p>

<p>interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>SL.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 for specific expectations.)</p> <p>L.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 (a-d)</p> <p>RI.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).</p> <p>W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence (a-e).</p>	<p>words.</p> <p>5. Analyze how an author uses rhetoric to advance a point of view (DBQ).</p> <p>6. Write an argument using claims, supporting claims with relevant evidence. Establish and maintain a formal style. Provide a conclusion (DBQ).</p> <p>7. Synthesize readings to address the essential question: Are humans inherently good or evil?</p>	<p>Robert Anderson “The Play: The Results of Violence” “How to Read Shakespeare”</p>	<p>modern, formal, informal, and slang interpretations (“word” walls).</p> <p>4. Students will complete one or more DBQs (topics TBD by subgroup).</p> <p>5. Write an essay supporting thesis synthesizing textual evidence drawn from literature read throughout the semester.</p>		
---	---	--	---	--	--