

Unit:					
Essential Question:					
Timeline: Semester 2: Weeks 1-6					
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RL.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.</p> <p>RL.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).</p> <p>RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>RI.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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA</p> <p>W.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> <p>W.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> <p>L.10.2 (a-c) 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when</p>	<ol style="list-style-type: none"> Analyze how cultural experience is reflected in literature around the world. Analyze the representation of a subject in two different artistic mediums. Read and comprehend literature at Grade Level. Determine figurative, connotative, and technical meanings of words and phrases; analyze the impact of specific word choices on meaning tone. (DBQ)Produce clear and coherent writing over shorter periods of time. Interpret figures of speech and analyze their role in the text Analyze nuances in word meanings 	<p><i>Night</i> by Elie Weisel</p> <p><i>Fahrenheit 451</i> by Ray Bradbury</p> <p><i>Animal Farm</i> by George Orwell</p> <p>“And of Clay Are We Created” by Isabel Allende</p> <p>“Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Columbian Town” by Bradley Graham</p>	<ol style="list-style-type: none"> Use excerpts from stories with the same historical setting (i.e. Diary of Anne Frank, Number the Stars) to aid in analysis and interpretation of a cultural experience conveyed through literature. Compare and Contrast a work of fiction based on a historical event and an actual news account of the same event. Consider writer’s purpose, point of view, tone, descriptive details, fig. lang., theme/main idea. (“And of Clay...” in anthology) Analyze poetry and art relating to the Holocaust to discuss figurative, connotative, and technical meanings of words/phrases. (DBQ)Produce a cohesive essay with a focus on textual evidence and purpose. Holt pg. 242: Tell whether each underlined expression is an idiom, a simile, or a metaphor. Then, write a sentence that expresses the same idea in literal, not figurative language. Discuss which is preferable. 	<ol style="list-style-type: none"> Demonstrate command of standard English conventions including colon, semicolon, and spelling Holt colon & semicolon practice. Word part exercises. 	<p>Point of View</p> <p>Historical context</p> <p>Biographical Context</p> <p>Theme</p> <p>Allegory</p> <p>Simile</p> <p>Metaphor</p> <p>Idioms</p> <p>Figures of speech</p>

<p>writing.</p> <ul style="list-style-type: none">a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.b. Use a colon to introduce a list or quotation.c. Spell correctly. <p>L.10.5 (a-b)</p> <p>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.</p> <ul style="list-style-type: none">a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.			<p>6. Take a newspaper article and use it as the basis for a short story. Elaborate on the facts in the article with believable characters, dialogue, sensory details, and figurative language. Decide on a purpose and choose the point of view that will be most effective.</p>		
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Unit:	Focus on Information Materials and Research Paper				
Essential Question:					
Timeline:	Weeks 7-12				
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<p>RI.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.</p> <p>RI.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.</p> <p>RI.10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.</p> <p>RI.10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>W.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.)</p> <p>W.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.</p> <p>W.10.7 Conduct short as well as more sustained research projects to answer a</p>	<ol style="list-style-type: none"> 1. Analyze how an author uses rhetoric to advance a point of view. 2. Delineate and evaluate the argument in a text. 3. Analyze seminal U.S. documents of historical and literary significance. 4. Read and comprehend literary non-fiction. 5. Plan, revise, edit, and rewrite written text. 6. Produce and publish writing using technology. 7. Conduct sustained research projects to answer a question; synthesize multiple sources on the same subject. 8. Gather relevant information from multiple sources; follow a standard format for citations. 9. Integrate multiple sources presented in media or formats; 	<p>Academic articles related to research topic/question</p>	<ol style="list-style-type: none"> 1. While reading research related articles, students will evaluate the author’s arguments and rhetorical devices (ethos, pathos, logos). 2. Students will evaluate websites to determine if sources are credible and reliable (logical fallacies, bias). 3. Analyze and integrate constitutional amendments into research paper. 4. Practice integrating quotes. 5. Plan, revise, edit, and rewrite formal MLA research paper. 6. Submit final, typed MLA research paper. 7. Integrate a minimum of five sources into formal research paper. 8. Master MLA citations and works cited page. 9. Final research project must incorporate an element of technology or media. 10. Participation in 	<p>Edit research paper in steps:</p> <ol style="list-style-type: none"> 1. Punctuation 2. Capitalization 3. Spelling 4. Fragments 5. Run-ons 6. Parenthetical citations 7. Quotation marks 8. Subject/verb agreement 9. Apostrophes 10. Contractions/slang 11. MLA format 12. Active vs. passive 13. Pronoun/antecedent 14. Verb tense consistency 15. Parallel structure 	<p>Rhetoric</p> <p>Ethos</p> <p>Pathos</p> <p>Logos</p> <p>Primary source</p> <p>Secondary source</p> <p>Loaded Words</p> <p>Connotation</p> <p>Denotation</p> <p>Formal/informal diction</p> <p>Credible/reliable</p> <p>Objective vs. subjective</p> <p>Logical fallacy</p> <p>Bias</p> <p>Concession</p> <p>Parenthetical citation</p> <p>Works Cited</p> <p>MLA format</p> <p>Editing vs. revising</p> <p>Plagiarism</p> <p>Quote/paraphrase/summarize</p>

<p>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> <p>W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.</p> <p>SL.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> <p>SL.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> <p>SL.10.4a Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.</p> <p>CA</p> <p>a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th</p>	<p>evaluate the credibility and accuracy of each source.</p> <p>10. Evaluate how a speaker uses evidence and rhetoric to advance a point of view.</p> <p>11. Use effective oral presentation techniques.</p> <p>12. Write and edit work to conform to conform to MLA style manual.</p> <p>13. Use general academic words and phrases; use domain specific words and phrases.</p>		<p>philosophical chairs/ class debate to utilize effective presentation techniques.</p>		
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<p>or 10th grade.) CA</p> <p>L.10.3 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.</p> <p>a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>, <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>L.10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>					

Unit:					
Essential Question:					
Timeline: Semester 2: Weeks 13-15					
Common Core Standards	Learning Objectives	Suggested Works	Performance Tasks	Grammar	Terminology
<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.10.4 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). (See grade 9–10 Language standards 4–6 for additional expectations.) CA</p> <p>RL.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).</p>	<ol style="list-style-type: none"> Determine a theme in poetry. Determine the figurative and connotative meaning of words and phrases; analyze the impact of specific word choices on meaning and tone. Analyze how cultural experience is reflected in poetry around the world. Analyze how the subject is represented in a painting and a poem. 	In Holt: “Same Song” “Eating Together” “Grape Sherbet” “Ode to my Socks” “Shall I Compare Thee” “Heart! We will Forget Him” “I am Offering This Poem” “Since Feeling is First” Tankas “Sea Fever” “Miss Rosie” “We Real Cool” “Ex-Basketball Player” Song lyrics	<ol style="list-style-type: none"> Compare and contrast two poems (related by theme) addressing speaker, speaker’s experiences, setting, tone, and message. Analyze figurative language in various poems using charts, dialectical journals, discussion, etc.). Create a painting, song, or sculpture, or collection of poems reflecting themes emphasized in class. Art piece will be accompanied by written analysis. Analyze a series of song lyrics with a different focus on each: imagery, figurative language, rhyme, rhythm, etc. Culminating task: an original collection of poems in various styles. 		Imagery Figurative language Extended metaphor Extended Simile Personification Rhythm Meter Rhyme- end, internal, exact, approximate Alliteration Onomatopoeia Repetition Refrain Tone Allusion Speaker Voice Optional: ode, sonnet, tanka, free verse, haiku, lyric poem, ballad, iambic pentameter
Review Weeks 16-17					
Final Week 18					