

# English Curriculum

Grade: 10

Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
RI 1	RI 2	RI 3	RI 4	RI 5	RI 6
<p><b>CC.1.2.9–10.A</b> 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><b>CC.1.2.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p><b>CC.1.2.9–10.D</b> Determine an author’s particular point of view and analyze how rhetoric advances the point of view.</p> <p><b>CC.1.2.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.2.9–10.J</b> 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> <p><b>CC.1.2.9–10.K</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p><b>CC.1.2.9–10.L</b> Read and comprehend literary nonfiction</p>		<p><b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an 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.</p> <p><b>CC.1.2.9–10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>CC.1.2.9–10.G</b> 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><b>CC.1.2.9–10.H</b> Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p><b>CC.1.2.9–10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p><b>CC.1.2.9–10.J</b> 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</p>		<p><b>CC.1.2.9–10.C</b> Apply appropriate strategies to analyze, interpret, and evaluate how an 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.</p> <p><b>CC.1.2.9–10.E</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>CC.1.2.9–10.G</b> 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><b>CC.1.2.9–10.I</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p><b>CC.1.2.9–10.J</b> 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</p>	

# English Curriculum

# Grade: 10

<p>and informational text on grade level, reading independently and proficiently.</p>		<p>level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><b>CC.1.2.9–10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>		<p>phrase important to comprehension or expression.</p> <p><b>CC.1.2.9–10.L</b> Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.</p>	
	<p><b>RL 2</b></p>		<p><b>RL 4</b></p>		<p><b>RL 6</b></p>
	<p><b>CC.1.3.9–10.A</b> 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><b>CC.1.3.9–10.B</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p><b>CC.1.3.9–10.D</b> Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p><b>CC.1.3.9–10.F</b> Analyze how words and phrases shape meaning and tone in texts.</p> <p><b>CC.1.3.9–10.I</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p>		<p><b>CC.1.4.9–10.C</b> Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p><b>CC.1.3.9–10.E</b> Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.</p> <p><b>CC.1.3.9–10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p><b>CC.1.3.9–10.J</b> 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.</p> <p><b>CC.1.3.9–10.K</b> Read and comprehend literary fiction on</p>		<p><b>CC.1.3.9–10.G</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p><b>CC.1.3.9–10.H</b> Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p><b>CC.1.3.9–10.J</b> 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.</p> <p><b>CC.1.3.9–10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>

	<p><b>CC.1.3.9–10.J</b> 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.</p> <p><b>CC.1.3.9–10.K</b> Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>		<p>grade level, reading independently and proficiently.</p>		
<b>W 1</b>	<b>W 2</b>	<b>W 3</b>	<b>W 4</b>	<b>W 5</b>	<b>W 6</b>
<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>OPINON/ ARGUMENTATIVE</b> <b>CC.1.4.9–10.G</b> Write arguments to support claims in an analysis of substantive topics.</p> <p><b>CC.1.4.9–10.H</b></p> <ul style="list-style-type: none"> <li>• Introduce the precise claim</li> </ul> <p><b>CC.1.4.9–10.K</b></p> <ul style="list-style-type: none"> <li>• Use precise language and domain-specific vocabulary to manage the complexity of the topic.</li> </ul> <p><b>CC.1.4.9–10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p> <p><b>CC.1.4.9–10.O</b> Use narrative techniques such as dialogue, description, reflection, multiple plotlines, and pacing to develop experiences, events, and/or characters; use precise words and</p>	<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>OPINON/ ARGUMENTATIVE</b> <b>CC.1.4.9–10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly.</p> <p><b>CC.1.4.9–10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses to link the major sections of the text.</p> <p><b>CC.1.4.9–10.K</b></p> <ul style="list-style-type: none"> <li>• Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</li> </ul> <p><b>CC.1.4.9–10.L</b> Demonstrate a grade-appropriate command of the conventions of standard English grammar,</p>	<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>	<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p> <p><b>OPINON/ ARGUMENTATIVE</b> <b>CC.1.4.9–10.I</b> Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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> <p><b>CC.1.4.9–10.J</b> Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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>	<p><b>Response to Literature</b> <b>CC.1.4.9–10.S</b> Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>

# English Curriculum

# Grade: 10

<p>phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings, and/or characters.</p>		<p>usage, capitalization, punctuation, and spelling</p>		<p>provide a concluding statement or section that follows from and supports the argument presented.</p>	
<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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 discipline-specific tasks, purposes, and audiences.</p>	<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Conducting Research</u></b> <b>CC.1.4.9–10.V</b> Conduct short as well as more sustained research project.</p> <p><b><u>Credibility, reliability, &amp; validity of sources</u></b> <b>CC.1.4.9–10.W</b> Gather relevant information from multiple authoritative print and digital sources.</p> <p><b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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 discipline-specific tasks, purposes, and audiences.</p>	<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Conducting Research</u></b> <b>CC.1.4.9–10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question).</p> <p><b><u>Credibility, reliability, &amp; validity of sources</u></b> <b>CC.1.4.9–10.W</b> Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively.</p> <p><b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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 discipline-specific tasks, purposes, and audiences.</p>	<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Conducting Research</u></b> <b>CC.1.4.9–10.V</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem.</p> <p><b><u>Credibility, reliability, &amp; validity of sources</u></b> <b>CC.1.4.9–10.W</b> 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.</p> <p><b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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</p>	<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Conducting Research</u></b> <b>CC.1.4.9–10.V</b> 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.</p> <p><b><u>Credibility, reliability, &amp; validity of sources</u></b> <b>CC.1.4.9–10.W</b> 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.</p>	<p><b><i>Production and Distribution of Writing</i></b> <b><u>WRITING PROCESS</u></b> <b>CC.1.4.11–12.T</b> 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.</p> <p><b><u>Technology and Publication</u></b> <b>CC.1.4.11–12.U</b> Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information.</p> <p><b><u>Conducting Research</u></b> <b>CC.1.4.9–10.V</b> 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> <p><b><u>Credibility, reliability, &amp; validity of sources</u></b> <b>CC.1.4.9–10.W</b> 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</p>

			discipline-specific tasks, purposes, and audiences	<b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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 discipline-specific tasks, purposes, and audiences	selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation..  <b><u>Range of Writing</u></b> <b>CC.1.4.9–10.X</b> 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 discipline-specific tasks, purposes, and audiences.
<b><u>Speaking &amp; Listening</u></b> <b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  <b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks  <b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.	<b><u>Speaking &amp; Listening</u></b> <b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; 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ensure that the presentation is appropriate to purpose, audience, and task.	<b><u>Speaking &amp; Listening</u></b> <b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  <b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks  <b>CC.1.5.9–10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.	<b><u>Speaking &amp; Listening</u></b> <b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <b>CC.1.5.9–10.B</b> Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence  <b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.	<b><u>Speaking &amp; Listening</u></b> <b>CC.1.5.9–10.A</b> Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  <b>CC.1.5.9–10.C</b> Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.  <b>CC.1.5.9–10.D</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

# English Curriculum

# Grade: 10

		<p><b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks</p> <p><b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>	<p><b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>	<p><b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks</p> <p><b>CC.1.5.9–10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>	<p><b>CC.1.5.9–10.E</b> Adapt speech to a variety of contexts and tasks</p> <p><b>CC.1.5.9–10.F</b> Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p><b>CC.1.5.9–10.G</b> Demonstrate command of the conventions of standard English when speaking based on Grades 9–10 level and content.</p>
		<p><b>MIDTERM WEEK 18</b></p>			<p><b>FINAL WEEK 36</b></p>

Unit Breakdown

Unit 3

Reading Informational 2

Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments
<p><i>Key Ideas and Details</i>  <u>TEXT ANALYSIS</u>                      CC.1.2.11–12.C Analyze the interaction and development of a complex set of ideas, sequence of events, or specific individuals over the course of the text.</p>	<p>1.1.3                      1.3.3                      2.3.3                      2.3.5                      2.4.1                      2.4.3</p>	<p>L.N.1.1.3 Analyze, interpret, and evaluate how authors use techniques and elements of nonfiction to effectively communicate an idea or concept.</p> <p>L.N.1.3.3 Analyze the interrelationships of ideas and events in a text to determine how one idea or event may interact and influence another.</p> <p>L.N.2.3.3 Explain, interpret, compare, describe, analyze, and/or evaluate plot in a variety of nonfiction:</p> <p>Note: Plot may also be called action.</p> <ul style="list-style-type: none"> <li>elements of the plot (e.g., exposition, conflict, rising action, climax, falling action, and/or resolution)</li> <li>the relationship between elements of the plot and other components of a text</li> <li>how the author structures plot to advance the action.</li> </ul> <p>L.N.2.3.5 Explain, interpret, compare, describe, analyze, and/or evaluate tone, style, and/or mood in a variety of nonfiction:</p> <ul style="list-style-type: none"> <li>the relationship between the tone, style, and/or mood and other components of a text</li> <li>how voice and choice of speaker (narrator) affect the mood, tone, and/or meaning of a text</li> <li>how diction, syntax, figurative language, sentence variety, etc., determine the author’s style.</li> </ul> <p>L.N.2.4.1 Identify, analyze, and evaluate the structure and format of complex informational texts.</p>	<ul style="list-style-type: none"> <li>Analyze, interpret, evaluate</li> <li>Interrelationships</li> <li>Influence</li> <li>Plot elements: exposition, conflict, rising action, climax, falling action, and/or resolution</li> <li>Structure</li> <li>Tone, style, mood</li> <li>How voice/speaker/narrator impacts tone, style, mood</li> <li>Diction, syntax, figurative language, sentence variety (types)</li> <li>Effect of text organization INCLUDING graphics, headings, charts.</li> </ul>	<ul style="list-style-type: none"> <li>Plot structure and impact of structure on meaning/argument</li> <li>Tone and mood</li> <li>Style</li> <li>Diction</li> <li>Syntax, sentence variety</li> <li>Text organization and effect</li> </ul>	<p><b>FORMATIVE</b></p> <ol style="list-style-type: none"> <li>in-class close reading</li> <li>Tone, mood, and style bellringers</li> <li>Diction exit slips</li> <li>Sentence variety poems</li> <li>Paragraph organization puzzle</li> </ol> <p><b>SUMMATIVE</b>                      Close Reading Passage focusing on:</p> <ul style="list-style-type: none"> <li>Tone</li> <li>Mood</li> <li>Diction</li> <li>Style</li> <li>Organization</li> </ul>

# English Curriculum

# Grade: 10

		L.N.2.4.3 Explain, interpret, and/or analyze the effect of text organization, including headings, graphics, and charts.			
<i>Craft and Structure</i> <u>TEXT STRUCTURE</u> CC.1.2.11–12.E Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Already addressed in C.	N/A	N/A		
<i>Integration of Knowledge and Ideas</i> <u>EVALUATING ARGUMENTS</u> CC.1.2.11–12.H Analyze seminal texts based upon reasoning, premises, purposes, and arguments.	2.5.4 2.5.5 2.5.6	L.N.2.5.4 Identify, explain, and/or interpret bias and propaganda techniques in nonfictional text.  L.N.2.5.5 Explain, describe, and/or analyze the effectiveness of bias (explicit and implicit) and propaganda techniques in nonfictional text.  L.N.2.5.6 Explain, interpret, describe, and/or analyze the author’s defense of a claim to make a point.	<ul style="list-style-type: none"> <li>• Bias</li> <li>• Propaganda</li>   <li>• Explicit bias</li> <li>• Implicit bias</li>   <li>• Author’s defense of a claim</li> </ul>	<ul style="list-style-type: none"> <li>• Bias and how it’s formed</li> <li>• Implicit &amp; explicit bias</li> <li>• How propaganda works</li> <li>• How author’s support claims in writing</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate an author’s bias</li> <li>• Quiz on implicit and explicit</li> <li>• Propaganda reflection</li> <li>• Writing examples in class on author claim support</li> </ul> <p><b><u>SUMMATIVE</u></b> Propaganda Creation:</p> <ul style="list-style-type: none"> <li>• Tone</li> <li>• Mood</li> <li>• Diction</li> <li>• Style</li> </ul> <p>Organization</p>
<i>Vocabulary Acquisition &amp; Use</i> CC.1.2.11–12.J 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	1.2.1 1.2.2 1.2.3 1.2.4	L.N.1.2.1 Identify and/or apply a synonym or antonym of a word used in a text.  L.N.1.2.2 Identify how the meaning of a word is changed when an affix is added; identify the meaning of a word with an affix from a text.  L.N.1.2.3 Use context clues to determine or clarify the meaning of unfamiliar, multiple-meaning, or ambiguous words.	<ul style="list-style-type: none"> <li>• Synonym</li> <li>• Antonym</li>   <li>• Affix</li>   <li>• Ambiguous</li>   <li>• Connotation</li> </ul>	<ul style="list-style-type: none"> <li>• Synonym and antonym vocabulary practice</li> <li>• Affix practice</li> <li>• Connotations</li> </ul>	<p><b><u>FORMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Vocab visuals</li> <li>• Affix game</li> <li>• Connotation exit slip</li> </ul> <p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>• Vocabulary exam</li> </ul>

# English Curriculum

Grade: 10

important to comprehension or expression.		L.N.1.2.4 Draw conclusions about connotations of words.			
<i>Range of Reading</i> CC.1.2.11–12.L Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.					

## Writing 2

### OPINON/ ARGUMENTATIVE

Standards Focus	Learning Targets	Eligible Content	Key Terminology	Mini-Lessons	Assessments
CC.1.4.11–12.G Write arguments to support claims in an analysis of substantive topics.	N/A	N/A	claim	What is a claim?	<p><b>FORMATIVE</b></p> <ul style="list-style-type: none"> <li>Video clip/notes and exit slip</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Write a claim on a provided topic</li> </ul>
CC.1.4.11–12.H Write with a sharp, distinct focus identifying topic, task, and audience. • Introduce the precise, knowledgeable claim.	1.1.1	C.A.1.1.1 Write with a sharp, distinct controlling point that clearly states a position and demonstrates awareness of task, purpose, and audience.	Position Purpose Audience	Rhetorical triangle <ul style="list-style-type: none"> <li>Speaker/writer</li> <li>Audience</li> <li>Purpose</li> <li>Position/Claim</li> </ul>	<p><b>FORMATIVE</b></p> <ul style="list-style-type: none"> <li>Exit slips</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Identify the rhetorical elements in a piece of non-fiction</li> </ul>
CC.1.4.11–12.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.	1.1.2 1.1.3	<p>C.A.1.1.2 Construct a thorough argument with consistent, relevant support through the use of argumentative/persuasive strategies; address opposing viewpoints.</p> <p>C.A.1.1.3 Organize the argument using effective strategies to develop a strong, well-supported position.</p>	<p>Argument Relevant support Opposing viewpoints Persuasive</p> <p>Argument organization</p>	<p>Argumentative writing structure</p> <ol style="list-style-type: none"> <li>Claims</li> <li>Evidence</li> <li>Commentary</li> <li>Opposing counterclaims</li> </ol>	<p><b>FORMATIVE</b></p> <ul style="list-style-type: none"> <li>Small group writing</li> </ul> <p><b>SUMMATIVE</b></p> <ul style="list-style-type: none"> <li>Respond to a passage making a claim about the author's purpose</li> </ul>
CC.1.4.11–12.J Create organization that logically sequences claim(s), counterclaims, reasons, and evidence; use words, phrases, and clauses as well as varied syntax to	<del>1.1.2</del> <del>1.1.3</del> 2.1.5 2.1.6	C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.	<p>Transitions</p> <p>Sentence combining</p>	Killgallon sentence combining for High School bell ringers and worksheets	<p><b>FORMATIVE</b></p> <ul style="list-style-type: none"> <li>Worksheets and class work</li> </ul>

# English Curriculum

# Grade: 10

<p>link the major sections of the text to create cohesion and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p>		<p>C.A.2.1.6 Combine sentences for cohesiveness and unity.</p>			<p><b><u>SUMMATIVE</u></b></p> <ul style="list-style-type: none"> <li>Formal written paper that asks for particular types of sentences practiced</li> </ul>
<p>CC.1.4.11–12.K Write with an awareness of the stylistic aspects of composition. • Use precise language, domain specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing.</p>	<p>1.1.4 2.1.1 2.1.2 2.1.3 2.1.4 <del>2.1.6</del> 2.1.7</p>	<p>C.A.1.1.4 Maintain an effective and consistent tone through precise control of language and a variety of sentence structures.</p> <p>C.A.2.1.1 Use a variety of sentence structures.</p> <p>C.A.2.1.2 Use precise language to create clarity, voice, and tone.</p> <p>C.A.2.1.3 Revise to eliminate wordiness and redundancy.</p> <p>C.A.2.1.4 Revise to delete irrelevant details.</p> <p>C.A.2.1.5 Use the correct form of commonly confused words; use logical transitions.</p> <p>C.A.2.1.7 Revise sentences for clarity.</p>	<p>Consistent tone</p> <p>Sentence structures</p> <p>Clarity</p> <p>Redundancy</p> <p>Irrelevant details</p> <p>Commonly confused words</p> <p>Revision</p>	<p>REVISION GOALS!</p>	<p>Revision process</p> <p>Writing workshop tasks</p>
<p>CC.1.4.11–12.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>1.1.5 3.1.1 3.1.2 3.1.3 3.1.4 3.1.5</p>	<p>C.A.1.1.5 Write with control of grammar, mechanics, spelling, usage, and sentence formation.</p> <p>C.A.3.1.1 Spell all words correctly.</p> <p>C.A.3.1.2 Use capital letters correctly.</p> <p>C.A.3.1.3 Punctuate correctly (e.g., correctly use commas, semicolons, quotation marks, apostrophes).</p> <p>C.A.3.1.4 Demonstrate correct grammar and usage (e.g., verb and pronoun form and agreement, modifiers and transitions, word order and syntax).</p> <p>C.A.3.1.5 Demonstrate correct sentence formation.</p>	<p>Verb and pronoun form and agreement</p> <p>Modifiers and transitions</p> <p>Syntax</p> <p>Sentence formation</p>	<p>REVISION GOALS</p>	<p>Revision process</p> <p>Writing workshop tasks</p>