



Grade 10 Tennessee Curriculum Map

This document includes:

- Component Array
- Assessment Array
- Curriculum Map with Standards Overview by Unit and Lesson





Component Array

Consumable Student Edition

- An interactive student edition that allows students to write directly in their text (also available in hardcover format).
- Grades 6-8 is one-volume, Grades 9-12 is a two-volume set.
- Frontmatter with TN ELA Standards Overview
- TN Standards and Codes aligned to activities
- Independent Learning selections are referenced in print, and are available online.

Interactive Student Edition

- Savvas next generation interactive eText includes point of use interactive graphic organizers, selection audio, student modeling videos, multilingual glossary, footnotes, annotation tool, multimedia selections, and an inline notebook.
- Includes all selections in the print Student Edition as well as the Independent Learning selections.

Print Teacher's Edition

- Hardcover, single volume, all grades.
- Frontmatter correlations to TN ELA Standards
- Includes Student Edition pages with reference to digital assets at point of use and Personalize for Learning notes for differentiation as well as references to First Read extension questions.
- Lesson Resources planning page with TN ELA Standards, Text Complexity Rubrics and Teaching & Learning Cycle loop.

Interactive Teacher's Edition

This includes all features and functionalities of the interactive Student Edition eText PLUS additional teacher modeling videos, EL highlighting notes, and downloadable resources at point of use.

Realize Digital Courseware

Savvas's cutting-edge learning management system that includes all digital resources to support myPerspectives. Teachers can create assignments, track student progress through data reporting, search for assignments correlated to the TN Standards, and access all customi

Unit & Selection Resources

Audio Summaries

 Assignable resource that includes English and Spanish text and audio summary of each selection.

Sele

ction Resources

- Available to support each selection's Making Meaning, Language Development, and Effective Expression instruction.
- On-level and reteach/practice versions available for all learner levels.
- Assignable/printable/downloadable from Realize.

Unit Level Answer Key

Includes answers for:

- Selection worksheets
- First Read extension questions
- Analyze the Text Questions
- Comprehension Check Questions

Home Connection Letters English & Spanish

One letter per unit that describes the unit topic and standards.

Components continued

myPerspectives+

A teacher resource center with program-agnostic content that can be used to customize your curriculum. These resources are in addition to the core program resources.

- Digital Library with over 140+ full texts and excerpts
- 200+ Trade Book Lesson Plans
- QReads Student & Teacher Edition
- Genre and Writing Anchor Charts
- Digital Skills Videos
- Reality Central Student Edition, Writing Journal, and Teaching Guide
- Generic Graphic Organizers
- Generic Writing Rubrics
- Interactive Writing & Research Lessons
- Interactive Whiteboard Lessons
- Interactive Speaking and Listening Lessons
- Writing & Research Powerpoints
- Reading Skills & Literary Analysis Worksheets
- Academic Vocabulary Interactive lessons
- Word Study Worksheets
- Spanish Writing Worksheets
- Grammar Practice Lessons & Tutorial Videos
- Grammar Worksheets in English & Spanish

Accessible Leveled Texts

Accessible Leveled Texts for literary and informational selections provide additional support to help students access texts.

- Literary selections are a combination of summarized tex and original author-written text.
- Informational texts are written with simplified vocabulary and varying sentence structure

Additional Digital Resources

Discussion Board

A feature within Realize that allows classes to have conversations in real time.

EssayScorer

- An online writing tool that allows students to write to prompts and receive immediate feedback.
- Prompts include those aligned to the Writing Performance Tasks, plus a bank of additional prompts.

SafeAssign Plagiarism Checker

Allows teachers to upload student papers to check for plagiarism.

Current Events

A link to public radio news articles that are aligned to each unit, as well as real-time current events.

Every Teacher's Toolkit

A complete teacher resource to support English Learners.Includes blackline masters to use with writing, speaking & listening, vocabulary, and more.

Assessments

Year-Long Assessments

Beginning-of-Year Test

- Diagnoses student readiness for grade-level skills and standards to be taught during the school year.
- Allows you to use test data to plan which standards need focus.

Mid-Year Test

- Tests skills and standards taught in the first half of the year.
- Provides an opportunity to remediate; if administered online, remediation is assigned automatically.

End-of-Year

• Allows you to use results to determine mastery of standards, place students in classes for the following school year, and to capture final assessment data.

Selection Assessments

Selection Activities

Instructional activities can be used to assess students' grasp of critical concepts.

Formative Assessments

- Selection activities can be used as formative checks.
- Notes in the TE offer suggestions for formative assessments at point of use.

Selection Tests

- Test items track student progress toward mastering standards taught with the selection.
- Extension Selection Tests for a more challening test are also available.

Performance Tasks

- Each unit includes both a writing and speaking and listening performance task.
- Performance Tasks prepare students for success on the end-of-unit Performance-Based Assessment.

Performance-Based Assessments

- All unit activities are backwards-mapped to the end-of-unit Performance-Based Assessment.
- Students use their notes, knowledge, and skills learned to complete the project.

Unit Test

- Includes Technology Enhanced Items, multi-part questions, selected response, and constructed response writing prompts.
- Includes remediation and if taken online, remediation is assigned automatically.



GRADE 10, UNIT 1: Inside the Nightmare								
INTRODUCTION	Day 1	Unit Video: Spooky Business: American Economy Discuss It: Why is Halloween big business?		Unit Goals: Reading, Writ Speaking & Listening Academic Vocabulary: Ex Launch Text: My Introduc (Lexile 900)				
	WHO	LE-CLASS LEARNING: Introd	duce Whole-Class Learnin	g Day 2				
Anchor Text (Short Story): The Fall of the House of Usher by Edgar Allan Poe Anchor Text (Short Story): House Taken Over by Julio Cortázar Media (Informational Graphic): from How to Tell You're Reading a Gothic Novel—In Pictures by Adam Frost and Zhenia Vasiliev	Performance-Based Assessment Task Write an Explanatory Essay Prompt: How and when does imagination overcome reason? Language Development: Descriptive Details Standards: 9-10.W.TTP.2.a-f, 9-10.W.TTP.3, 9-10.W.TTP.3.d, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9	Whole-Class Learning Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What is the allure of fear?	 authors introduce an writing. 9-10.RL.CS.5 Expand Knowledge a thematic vocabulary. Write an explanatory narrative as evidence knowledge of texts in Conduct research proexplore a topic and c Use figurative languadenotation to convey interest to your writi 10.L.VAU.5, 5.b Collaborate with you others, develop cons 9-10.SL.CC.1 	nd use of academic and 9-10.RL.CS.4 essay in which you use a for your main idea. Apply your the unit. 9-10.W.TTP.2 ejects of various lengths to larify meaning, 9-10.W.RBPK.7			
		Standards C	Covered					
Reading Literary Text 9-10.RL.KID.1, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.CS.6, 9-10.RL.IKI.9-10	Reading Informational Text 9-10.RI.CS.5, 9-10.RI.CS.4	Speaking & Listening 9-10.SL.CC.2, 9-10.SL.PKI.4, 9-10.SL.PKI.5	Language 9-10.L.CSE.1, 1.b, 9-10.L.VAU.4.b,]9-10.L.VAU.5, 5.b	Writing 9-10.W.TTP.2, 9-10.W.PDW.5, 9-10.W.RBPK.9	NOTES:			



UNIT 1 Whole-Class Learning



	Making Meaning				Development	NOTES:
			Days 3			
The Fall of the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions:	
House of Usher:	TG p. 13: Analyze	TG p. 32	Structure	Vocabulary and	TG p. 35	
TG p. 12-35	Mood	□ Interpret	TG p. 33	Word Study	Sentence Structure	
First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension	Mood TG: p. 14: Mark words that relate to imagination or alternate reality TG: p. 17: Note words that mark the absence of color and force TG: p. 19: Look for dashes and parenthesis TG: p. 21: Analyze mood TG: p. 22: Analyze details TG: p. 24: Mark words that relate to physical actions and behavior TG: p. 27: Mark	□ Interpret □ Make inferences □ Connect □ Analyze and Evaluate □ Answer the essential question	TG p. 33 Literary Style: Gothic literature	Word Study TG p. 34 Words that convey decay or destruction: Annihilate Antiquity Fissure Dissolution Rending Tumultuous Denotation and Connotation	Independent clause Dependent, or subordinate, clause	
check	words that suggest extremes TG: p. 29: Mark examples of repeated words					
	9-10.RL.KID.2, 9-10.RL.CS.4	9-10.RL.KID.1	9-10.RL.KID.1, 9-10.RL.CS.5	9-10.L.VAU.5, 9-10.L.VAU.5.b	9-10.L.CSE.1, 9-10.L.CSE.1.b	





U	NIT 1 Whole-Class	Learning	GRADE 10	.0 Inside the Nightmare		
	Making M	eaning		Development	Effective Expression	
		T.	Days 8			
House Taken Over: TG p. 36-40 First Read Notice: Whom the story is about, what happens, where and when it happens and why those involved react Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 37: Analyze details of the setting TG p. 38: notice and highlight the details about how much the narrator's sister, Irene, knits and what that says about her character TG p. 40: Mark the short sentences TG p. 42: Analyze ambiguity	Analyze the Text TG p. 44 Interpret Connect Compare and contrast Extend Answer the Essential Question	Analyze Craft and Structure TG p. 45 Literary Style: Magical realism Tone	Concept Vocabulary and Word Study TG p. 46 Words that express different types of emptiness, including those of emotion, sound, and space: spacious unvoiced obscure recessed vestibule muffled Patterns of Word Changes	Conventions TG p. 47 Types of Phrases: Preposition, Prepositional phrases	Writing to Compare TG p. 48-49 Explanatory Essay
	9-10.RL.KID.3		9-10.RL.CS.5, 9-10.RL.CS.6	9-10.L.VAU.4.b, 9-10.L.VAU.5	9-10.L.CSE.1, 9-10.L.CSE.1.b	9-10.RL.CS.5, 9-10.W.TTP.2, 9-10.W.PDW.5, 9-10.W.RBPK.9





U	INIT 1 Whole-Class	Learning	GRADE 10)	Inside th	e Nightmare
	Making M	eaning		Language	Development	NOTES:
			Day 1	13		
from How to Tell	Close Read	Analyze the Text	Concept	Speaking and Listen	ning	
You're Reading a	TG p. 51:	TG p. 56	Vocabulary	TG p. 57		
Gothic Novel:	Understanding mood	□ Make a	TG p. 56	Informational graph	ic	
TG p. 50-57	TG p. 53: Analyzing	judgment	Words that relate			
First Review	diction	□ Infer	to different			
NOTICE: new	TG p. 54: Interpreting	☐ Describe	elements of Gothic			
information or	graphics	□ Answer	literature:			
ideas you learn		essential				
about the unit		question	Reclusive			
topic as you first		7	Sinister			
read this text.			Ethereal			
Annotate: Mark						
vocabulary and key						
passages to revisit						
Connect: Ideas						
within selection to						
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check and write a						
brief summary of	9-10.RI.CS.5	9-10.RL.KID.1	9-10.RI.CS.4	9-10.SL.CC.2, 9-10.SI	L.PKI.4, 9-10.SL.PKI.5	
the selection						
Performance Task: \	Writing Focus					
			Days 14	1-15		
TG p. 58-63					Standards: 9-10.WTTP.1.a	-f, 9-10.W.TTP.3, 9-10.W.TTP.3.d,
Write an Explanatory	•				9-10.W.PDW.4, 9-10.W.PD	W.5, 9-10.W.RBPK.9
Prompt: How and wh	nen does imagination ove	ercome reason?				
Language Developm	ent: Descriptive Details					





UNIT 1 Small-0	Group Learning		GRADE 10	Insid	le the Nightmare					
	Introduction Day 19									
Short Story: Where Is Here? by Joyce Carol Oates Media (photo gallery): from The Dream Collector by Arthur Tress Interview: Why Do Some Brains Enjoy Fear? by Allegra Ringo Poetry Collection: beware: do not read this poem by Ishmael Reed The Raven by Edgar Allan Poe Windigo by Louise Erdrich	Performance-Based Assessment Task Deliver an Explanatory Presentation Prompt: In literature, how does a sense of uncertainty help to create an atmosphere of fear? 9-10.SL.CC.1, 9-10.SL.CC.1.b, 9-10.SL.PKI.4, 9-10.SL.PKI.6	Small-Group Learning Strategies:	Essential Question What is the allure of fear?	 writing. 9-10.RL.CS.5 Expand Knowledge and thematic vocabulary. 9- Write an explanatory expansive as evidence for your knowledge of text Conduct research project explore a topic and clar Use figurative languaged denotation to convey minterest to your writing 9-10.L.VAU.5, 9-10.L.VA Collaborate with your tothers, develop consensions 9-10.SL.CC.1 	use of academic and -10.RL.CS.4 ssay in which you use a pryour main idea. Apply is in the unit. 9-10.W.TTP.2 ects of various lengths to rify meaning 9-10.W.RBPK.7 e, connotation, and meaning and add variety and and presentations. AU.5.b eam to build on the ideas of					
		Standards	Covered							
Reading Literary Text	Reading Informational	Speaking & Listening	Language	Writing	NOTES:					
9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.5, 9-10.RL.IKI.9-10	Text 9-10.RI.KID.3, 9-10.RI.CS.4, 9-10.RI.IKI.9-10	9-10.SL.CC.1, 9-10.SL.PKI.5, 9-10.SL.PKI.6	9-10.L.VAU.4, 9-10.L.VAU.4.a, 9-10.L.VAU.4.b, 9-10.L.VAU.5, 9-10.L.VAU.5.b, 9-10.L.VAU.6	9-10.W.TTP.3, 9-10.W.TTP.3.b, 9-10.W.PDW.6, 9-10.W.RBPK.7						





UNIT 1 Si	mall-Group Learning	g		GRADE 10		Inside the Nightmare
		Making Meaning			Language Development	Effective Expression
			Days 1	7-18		
Where is Here? TG p. 68-81 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 70: Analyze characterization TG p. 71: Analyze simile TG p. 72: Analyze setting TG p. 73: Infer motivation TG p. 74: Analyze foreshadowing TG p. 76: Analyze conflict	Analyze the Text TG p. 78 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 79 Modern Gothic	Concept Vocabulary and Word Study TG p. 78 Words that describe personalities: gregarious amiably stoical Suffix: -ly	Author's Style TG p. 80 Character Development	Writing to Sources TG p. 81 Option 1: prequel Option 2: sequel Option 3: police report
	9-10.RL.KID.3, 9-10.L.VAU.5.a	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.CS.5	9-10.L.CSE.2.c, 9-10.L.VAU.4.b	9-10.RL.KID.3	9-10.W.TTP.3





UNIT 1 S	mall-Group Learning		GRADE 10		Inside the Nightmare
		Making Meaning		Effective Expression	NOTES:
			Days 17-18		
from the Dream	Close Review	Analyze the Media	Media Vocabulary	Speaking and	
Collector	TG p. 83: Analyze	TG p. 88	TG p. 88	Listening:	
TG p. 82-89	composition	□ Present and Discuss		TG p. 89	
First Review	TG p. 84: Analyze	☐ Review and Synthesize	composition		
Look: at each	lighting		location	Visual Presentation	
image and	TG p. 86: Analyze		subject		
determine who or	location		lighting and color		
what it portrays.			perspective or		
Note: elements in			angle		
each image that					
you find interesting					
and want to revisit.					
Connect: details in					
the images to					
other media you've					
experienced, texts					
you've read, or					
images you've					
seen.					
Respond:					
Complete					
Comprehension		9-10.SL.CC.1	9-10.RI.CS.4, 9-10.L.VAU.6	9-10.SL.PKI.5,	
check				9-10.SL.PKI.6	





UNIT 1 S	Small-Group Learni	ng		GRADE 10		Inside the Nightmare			
		Making Meaning			Language Development	Effective Expression			
	Days 19-20								
Why do Some	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Research			
Brains Enjoy	TG p. 91: Infer	TG p. 96	Structure	Vocabulary and	TG p. 98	TG p. 99			
Fear?:	author's purpose	Review and	TG p. 97	Word Study	Scientific and	Digital Presentation			
TG p. 90-99	TG p. 92: Evaluate	Clarify	Author's Claims:	TG p. 96	Technical Diction				
First Read	evidence	Present and							
Notice: the	TG p. 94: Analyze	discuss	Interview	Words all related					
general ideas of	diction	☐ Answer the		to human					
the text. What is		Essential		responses,					
it about? Who is		Question		thoughts, and					
involved?				feelings:					
Annotate: Mark									
vocabulary and				Stimulus					
key passages you				Dissonance					
want to revisit				Cognitive					
Connect: Ideas									
within the									
selection to what				Patterns of Word					
your already				Changes					
know and what									
you have already									
read									
Respond:									
Complete						,			
Comprehension						-			
check and write a									
brief summary of			0.40 PL VID 3	0.40 \/\	0.40 DL CC 4	0.40 (1.00) 5.0.40 14.00 75.00			
the selection		9-10.SL.CC.1,	9-10.RI.KID.3	9-10.L.VAU.4.b,	9-10.RI.CS.4	9-10.SL.PKI.5, 9-10.W.RBPK.7			
		9-10.SL.PKI.4		9-10.L.VAU.6					





UNIT 1 Sm	nall-Group Learning	g		GRADE 10		Inside the Nightmare		
	•	Making Meaning			Language Development	Effective Expression		
Days 21-22								
beware: do not	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Speaking and Listening		
read this poem	TG p. 103: Analyze	TG p. 110	Structure	Vocabulary and	TG p. 112	TG p. 113		
The Raven	Personification	□ Review and	TG p. 111	Word Study	Point of View	Group		
Windigo:	TG p. 104: Analyze	Clarify	Development of	TG p. 110		Presentation		
TG p. 100-113	rhyme scheme	☐ Present and	Theme:		First-Person Point			
First Read	TG p. 106: Infer	discuss		Words related to	of View			
Notice: who or	characterization	☐ Answer the	Narrative poem	efforts to influence				
what is "speaking"	TG p. 108: Analyze	Essential	Speaker	others:	Omniscient Point			
the poem and	imagery	Question	Tone		of View			
whether the poem		•	Theme	Entreating				
tells a story			Imagery	Implore				
or describes a				Beguiling				
single moment.								
.Annotate: Mark				Anglo-Saxon Prefix				
vocabulary and key				be-				
passages you want								
to revisit								
Connect: Ideas								
within the								
selection to what								
your already know								
and what you have								
already read								
Respond:								
Complete								
Comprehension								
check		9-10.SL.CC.1,	9-10.RL.KID.2	9-10.RL.CS.4,	9-10.RL.CS.5	9-10.SL.CC.1, 9-10.SL.PKI.6		
		9-10.SL.PKI.4		9-10.L.VAU.4.b				
Small-Group Learnin	ng Performance Task: S	peaking and Listenin	g Focus					
			Days 2	25-26				
TG p. 114-115					Standards: 9-10.SL.CC.1, 9)-10.SL.CC.1.b, 9-10.SL.PKI.4, 9-		
Deliver an Explanato	ry Presentation				10.SL.PKI.5, 9-10.SL.PKI.6			
Prompt: In literature	, how does a sense of	uncertainty help to cr	eate an atmosphere o	of fear?				





UNIT 1 Independent Learning	GRADE 10	Inside the Nightmare
	Days 27-28	
TG p. 116-117, 118A-114D, 118-121 Select and read a story from selections available online How Maurice Sendak's "Wild Things" Moved Children's Books Tov Sleep Paralysis: A Waking Nightmare	vard Realism by Gloria Goodale	Standards: 9-10.RL.IKI.9-10, 9-10.RI.IKI.9-10
 The Feather Pillow by Horacio Quiroga, translated by Margaret Sa Stone Age Man's Terrors Still Stalk Modern Nightmares by Robin N 	-	

Days 29-30	
TG p. 122-125	Standards: 9-10.W.TTP.2.a-f, 9-10.W.RBPK.9,
Writing to Sources: Explanatory Essay	9-10.SL.PKI.4.a, 9-10.SL.PKI.6
Writing Prompt: In what ways does transformation play a role in stories meant to scare us?	
Speaking and Listening Outcome: Informal Talk	





GRADE 10, UN	IIT 2 : Outsiders and	Outcasts		
INTRODUCTION	Day 1	Unit Video: Socrates Discuss It: What can happen to great thinkers when their ideas are critical of others? HOLE-CLASS LEARNING: Introduce Whole-Class Learning		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Isn't Everyone at Least a Little Bit Weird? (Lexile 950)
Anchor Text (Short Story): The Metamorphosis by Franz Kafka,	Performance-Based Assessment Task Write an Argument Prompt: Are outsiders	Whole-Class Learning Strategies: Listen Actively Clarify by asking	Essential Question Do people need to belong?	 Unit Goals: TG p. 128 Evaluate written arguments by analyzing how authors state and support their claims.
Franz Kafka, translated by Ian Johnston Media (Video): Franz Kafka and Metamorphosis BBC	Prompt: Are outsiders simply those who are misjudged or misunderstood? Language Development: Create Cohesion: transitions 9-10.W.TTP.1.a-e, 9-10.W.TTP.3.a, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.KL.3.a	 Clarify by asking questions Monitor Understanding Interact and Share ideas 		 state and support their claims. 9-10.RI.IKI.8 Expand Knowledge and use of academic and thematic vocabulary. 9-10.RI.CS.4 Write an Argumentative essay in which you effectively incorporate the key elements of an argument 9-10.W.TTP.1 Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPK.7 Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations. 9-10.L.CSE.1.b Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1 Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5
		Standa	rds Covered	
Reading Literary Text 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.9	Reading Informational Text 9-10.RI.KID.1, 9-10.RI.IKI.9	Speaking & Listening 9-10.SL.CC.1, 9-10.SL.CC.3, 9-10.L.VAU.4, 9-10.SL.PKI.6	Language 9-10.L.CSE.1, 1.b, 9-10.L.VAU.5, 5.b, 9-10.L.VAU.6	Writing NOTES: 9-10.W.TTP.1, 9-10.W.TTP.2, 9-10.W.PDW.4





U	NIT 2 Whole-Class	Learning	GRADE 10		Outside	rs and Outcasts	
Making Meaning			Language Development Effe		Effective I	ective Expression	
The	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary	Conventions	Writing to	Speaking and
Metamorphosis:	TG p. 137: Analyze	TG p. 180	Structure	and Word Study	TG p. 183	Sources	Listening
TG p. 136-185	imagery	☐ Compare and	TG p. 181	TG p. 182	Conventions:	TG p. 184	TG p. 185
First Read	TG p. 138: and	contrast	Literary Movement:	Words related to	Types of Phrases	Movie Pitch	Debate
Notice: whom the	highlight the details	□ Make a	Modernism	discomfort:			
story is about,	about Gregor's	judgement	Absurdist Literature	Distress Amelioration	Verb Phrase		
what happens,	physical change	☐ Hypothesize	Ambiguity	Aversion Asphyxiation			
where and when it	TG p. 140: mark	□ Answer	Fantastic/Dreamlike	Listlessly Travail			
happens, and why	words and phrases	Essential	Events	Denotation and			
those involved	that describe how	Question	Themes of	Connotation			
react as they do.	Gregor is moving.	,	Alienation				
Annotate: Mark	TG p. 142: Analyze			9-10.RI.CS.4,			
vocabulary and key	symbolism		9-10.RL.CS.5	9-10.L.VAU.5,	9-10.L.CSE.1,	9-10.W.TTP.1,	9-10.SL.CC.1,
passages to revisit				9-10.L.VAU.5.b	9-10.L.CSE.1.b	9-10.W.PDW.4	9-10.SL.CC.3,
Connect: Ideas	Close Read						9-10.SL.PKI.6
within selection to	TG p. 147: mark detail	ls that describe Grego	or at a different time in	his life.			
what you already	TG p. 148: Analyze alle	egory					
know and have	TG p. 151: mark detail	ls that describe the fa	ther's voice.				
read	TG p. 152: mark detail	ls that relate to silend	e and stillness. Mark of	ther, fewer details that re	late to movement.		
Respond:	TG p. 155: notice and	highlight the details t	hat show how the serv	ant girl behaves when she	e quits her job.		
Complete	TG p. 156: notice and	highlight the details i	n sentences that are se	et off in parentheses.			
Comprehension	TG p. 159: notice and	highlight details abou	ut Gregor's awareness o	of his new body.			
check and writing a	TG p. 161: Analyze the	e Grotesque					
brief summary of	•	-	es that are only five wo				
the selection	TG p.164: notice and h	highlight the verbs th	at describe Gregor's mo	ovement.			
	TG p. 166: Analyze alle	egory					
	TG p. 168: notice and highlight the nouns that name people.						
	TG p. 170: Analyze allegory						
	TG p.172: notice and h	nighlight the auxiliary	, or helping, verbs.				
	TG p. 175: Analyze alle	egory					
			_	woman and the Samsas.			
	TG p. 179: notice and	highlight details abou	ut the family's comfort	and Grete's good health.			
	9-10.RL.KID.3, 9-10.RL	CS.4, 9-10.L.CSE.1, 9	-10.L.VAU.5, 9-10.L.VA	U.5.a			





U	NIT 2 Whole-Class	Learning GRADE 10		Outside	ers and Outcasts	;
	Making N	Meaning Teaning	Language I	Development	Effective	Expression
Days 12-13						
Franz Kafka and	Close Review	Analyze the Media	Media Vocabulary		Writing to	Speaking and
Metamorphosis:	TG p. 187: Analyze	TG p. 188	TG p. 188		Sources:	Listening:
TG p. 186-189	visual symbolism	☐ Interpret			TG p. 189	TG p. 189
First Review		□ Contrast	Stock Footage			
WATCH: who		□ Inference	Silhouette		Visual Analysis	Discussion
speaks, what they		☐ Answer the Essential Question	Commentators			
say, and how they			Background Music			
say it.			Editing			
NOTE: elements						
that you find						
interesting and						
want to revisit.						
Connect: details in						
the video to other						
media you've						
experienced, texts						
you've read, or						
images you've						
seen.						
Respond:						
Complete						
Comprehension						
check						
	9-10.RI.CS.5		9-10.RI.KID.1		9-10.W.TTP.2	9-10.SL.PKI.4
Performance Task: \	Writing Focus					
		Days 14	I-15			
TG p. 190-195				Standards: 9-10.W.TTF	•	•
Write an Argument				9-10.W.PDW.5, 9-10.W	V.RBPK.9-10, 9-10.L	.KL.3.a
		misjudged or misunderstood?				
Language Developm	ent: Create Cohesion: tr	ansitions				





UNIT 2 Small-	-Group Learning		GRADE 10	Outsi	ders and Outcasts					
	Introduction Day 16									
Short Story: The Doll's House by Katherine Mansfield Poetry Collection: Sonnet, With Bird by Sherman Alexie Elliptical by Harryette Mullen Fences by Pat Mora Argument: Revenge of the Geeks By Alexandra Robbins Lecture: Encountering the Other: The Challenge for the 21st Century by Ryszard Kapuscinski	House by Katherine Mansfield Poetry Collection: Sonnet, With Bird by Sherman Alexie Elliptical by Harryette Mullen Fences by Pat Mora Argument: Revenge of the Geeks By Alexandra Robbins Lecture: Encountering the Other: The Challenge for the 21st Century by Ryszard Assessment Task Speaking and Listening Focus: Deliver a Speaking and Listening Focus: Deliver a Multimedia Presentation Prompt: Is difference a weakness? Is sameness a strength? 9-10.SL.PKI.4, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.CC.1.b Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects		Essential Question Do people need to belong?	 Expand Knowledge and thematic vocabulary. 9- Write an Argumentative effectively incorporate argument 9-10.W.TTP. Conduct research proje explore a topic and clar Correctly use phrases a meaning and add variet and presentations.9-10 Collaborate with your toothers, develop consen 9-10.SL.CC.1 	ort their claims. 9-10.RI.IKI.8 use of academic and 10.RI.CS.4 e essay in which you the key elements of an 1 cts of various lengths to ify meaning. 9-10.W.RBPK.7 nd clauses to convey ey and interest to your writing 1.LCSE.1.b eam to build on the ideas of					
		Standard	ls Covered							
Reading Literary Text 9-10.RL.KID.2, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.9, 9-10.RL.IKI.9-10	Reading Informational Text 9-10.RI.CS.5, 9-10.RI.IKI.8	Speaking & Listening 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.4.b, 9-10.SL.PKI.5, 9-10.SL.PKI.6	Language 9-10.L.CSE.1.a, 9-10.L.CSE.1.b, 9-10.L.VAU.4, 9-10.L.VAU.4.b, 9-10.L.VAU.5.b	Writing 9-10.W.TTP.1, 9-10.W.PDW.6, 9-10.W.RBPK.7	NOTES:					





UNIT 2 Sn	nall-Group Learning		(GRADE 10		Outsiders and Outcasts					
		Making Meaning			Language Development	Effective Expression					
	Days 17-19										
The Doll's House TG p. 200-211 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of	Close Read TG p. 201: Analyze Symbolism TG p. 202: Analyze Narrator's attitude TG p. 204: Infer tone TG p. 206: Analyze climax	Analyze the Text TG p. 208 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 209 Symbol and Theme	Concept Vocabulary and Word Study TG p. 208 Words that relate to hostile actions: sneered spitefully shunned Multiple Suffixes	Author's Style TG p. 210 Author's Style: Diction and Syntax Diction Syntax Tone	Writing to Sources TG p. 211 Response to Literature Character analysis Composition Critical response					
the selection	9-10.RL.KID.3	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.KID.2,	9-10.L.VAU.4.b	9-10.RL.CS.4	9-10.W.TTP.1					





UNIT 2 Small-Group Lear	ning		GRADE 10		Outsiders and Outcasts					
	Making Meaning			Language Development	Effective Expression					
Day 20-21										
Sonnet with Bird Elliptical Fences: TG p. 212-223 First Read Notice: who or what is "speaking" the poem and whether the poem tells a story or describes a single moment Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check Close Read TG p. 214:Detern theme TG p. 218: Identifigurative langual figurative langual	Review and clarify Present and discuss	Analyze Craft and Structure TG p. 221 Poetic Forms: Free Verse End-stopped lines Enjambment lines Prose Poem	Concept Vocabulary and Word Study TG p. 220 Words related to relationships among different social groups: entitled perspective interactions Latin Prefix: en-	Author's Style TG p. 222 Sonnet 9-10.RL.CS.5, 9-10.RL.IKI.9	Speaking and Listening TG p. 223 Poetry Reading 9-10.SL.PKI.4.b					





UNIT 2 Sm	all-Group Learning			GRADE 10		Outsiders and Outcasts				
		Making Meaning			Language Development	Effective Expression				
Days 22-23										
Revenge of the	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Speaking and Listening:				
Geeks:	TG p. 225	TG p. 228	Structure	Vocabulary and	TG p. 230	TG p. 231				
TG p. 224-231	Analyze diction	Review and	TG p. 229	Word Study	Parallel Structure	Multi-Media				
First Read		clarify	Reasoning and	TG p. 228		Presentation				
Notice: the general		Present and	Evidence:	Words all						
ideas of the text.		discuss		associated with		Informational video				
What is it about?		☐ Answer the	Argument	vulnerability:		Social media				
Who is involved?		Essential	Claim			campaign				
Annotate: Mark		Question	Evidence	Marginalize		Poster				
vocabulary and key			Variety	Pariah						
passages to revisit			Credibility	Bigotry						
Connect: Ideas			Relevance							
within selection to				Denotations						
what you already				and Connotations						
know and have										
read										
Respond:										
Complete										
Comprehension										
check by writing a										
brief summary of						9-10.SL.CC.1.b, 9-10.SL.PKI.4,				
the selection		9-10.SL.CC.1,	9-10.RI.IKI.8	9-10.L.VAU.4,	9-10.L.CSE.1,	9-10.SL.PKI.5				
		9-10.SL.PKI.4		9-10.L.VAU.5, 9-10.L.VAU.5.b	9-10.L.KL.3					





UNIT 2 Sm	all-Group Learning		•	GRADE 10		Outsiders and Outcasts			
		Making Meaning			Language Development	Effective Expression			
Days 24-25									
Encountering the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Research:			
Other: The	TG p. 233	TG p. 242	Structure	Vocabulary and	TG p. 244	TG p. 245			
Challenge for the	Infer Tone	□ Review and	TG p. 243	Word Study	Types of Phrases	Digital Presentation			
21st Century:	TG p. 234: Analyze	clarify	Literary Nonfiction	TG p. 242					
TG p. 232-245	deductive reasoning	Present and		Words that can	Infinitive	Illustrated Timeline			
First Read	TG p. 237: Infer social	discuss	Lecture	be used in a	Infinitive phrase	Slide show			
Notice: the general	commentary	☐ Answer the	Introduction	discussion of		Video			
ideas of the text.	TG p. 238: Analyze	Essential	Rhetorical	attitudes and					
What is it about?	figurative language	Question	question	belief systems					
Who is involved?	TG p. 240: Analyze	•	Discussion	that alienate					
Annotate: Mark	rhetorical devices		Repetition	people from					
vocabulary and key			Conclusion	each other					
passages to revisit									
Connect: Ideas				Doctrine					
within selection to				Totalitarian					
what you already				Ideologies					
know and have				J					
read									
Respond:				Greek Root –log-					
Complete									
Comprehension									
check by writing a									
brief summary of									
the selection									
		9-10.SL.CC.1,	9-10.RI.KID.2,	9-10.L.VAU.4.b	9-10.L.CSE.1.b	9-10.W.PDW.6, 9-10.W.RBPK.8			
		9-10.SL.PKI.4	9-10.RI.CS.5			·			
Small-Group Learnin	g Performance Task: Sp	eaking and Listening	Focus						
			Day 2	.6					
TG p. 246-247					Standards: 9-10.SL.PKI.4,	9-10.SL.PKI.5, 9-10.SL.CC.1.b			
Deliver a Multimedia	Presentation								
Prompt: Is difference	a weakness? Is samenes	ss a strength?							





UNIT 2 Small-Group Learning (GRADE 10	Outsiders and Outcasts
Day 27	7-28	
TG p. 248-249, 250A-250D, 250-253	Stand	ards: 9-10.RL.IKI.9-10, 9-10.RI.IKI.9-10
Select and read a story from selections available online		
The Orphan Boy and the Elk Dogs by Blackfoot, retold by Richard Erdoes and Al	fonso Ortiz	
By Any Other Name from Gifts of Passage by Santha Rama Rau		
 Outsider's Art Is Saluted at Columbia, Then Lost Anew by Vivian Yee 		
 Fleeing to Dismal Swamp, Slaves and Outcasts Found Freedom by Sandy Hausr 	man	

End-of-Unit Performance-Based Assessment	
Days 29-30	
TG p. 254-257 Writing to Sources: Argument Writing Prompt: Is the experience of being an outsider universal? Speaking and Listening Outcome: Oral Presentation	Standards: 9-10.W.TTP.1.a-e, 9-10.W.RBPK.9, 9-10.SL.PKI.4





GRADE 10, UNI	GRADE 10, UNIT 3: Expanding Freedom's Reach									
INTRODUCTION	Day 1	Unit Video: We are all born free. Discuss It: What are the basic rights and freedoms that belong to everyone, everywhere? DLE-CLASS LEARNING: Introduce Whole-Class Learning I		Unit Goals: Reading, Writing & Res Speaking & Listening Academic Vocabulary: Informative Launch Text: Born Free: Children an Human Rights (Lexile 1100)	texts					
Anchor Text (Speech): from The "Four Freedoms" Speech by Franklin D. Roosevelt Anchor Text (Letter): Inaugural Address by John F. Kennedy Media (Video): Inaugural Address by John F. Kennedy	Performance-Based Assessment Task Write an Informative Essay Prompt: What can one person do to defend the human rights of all people? Language Development: Style 9-10.W.TTP.2.a-f, 9-10.W.PDW.5, 9-10.W.TTP.2.7, 9-10.W.RBPK.8, 9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.CSE.2.c	Whole-Class Learning Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What is the relationship between power and freedom?	Unit Goals: TG p. 260 Evaluate written information analyzing how authors core concepts, and information. Expand Knowledge and us thematic vocabulary. 9-10 Write an informative essar effectively incorporate the an argument 9-10.W.TTP Conduct research projects to explore a topic and clare 9-10.W.RBPK.7 Correctly integrate quotate evidence into written text presentations. 9-10.L.CSE. Collaborate with your tear ideas of others, develop communicate 9-10.SL.CC.1	nvey complex ideas, . 9-10.RI.KID.3 e of academic and .RI.CS.4 y in which you e key elements of 2 of various lengths ify meaning. ions and other s and 1 m to build on the onsensus, and					
		Standards	Covered	presentations 9-10.SL.PKI.	5					
Reading Literary Text 9-10.RL.CS.4	Reading Informational Text 9-10.RI.KID.1, 9-10.RI.CS.4, 9-10.RI.CS.6, 9-10.RI.IKI.9	Speaking & Listening 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.6	Language 9-10.L.CSE.1.b, 9-10.L.VAU.4, 4.b, 9-10.L.VAU.6	Writing 9-10.W.TTP.2, 2.a-f, 9-10.W.PDW.5, 9-10.W.TTP.2, 9-10.W.RBPK.8, 9-10.W.RBPK.9	NOTES:					





UNIT	3 Whole-Class Lea	arning	GRADE 10		Expandin	g Freedom's Reach			
	Making N	/leaning			Development	NOTES:			
Days 3-6									
from The "Four	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions				
Freedoms"	TG p. 269: Interpret	TG p. 278:	Structure	Vocabulary and	TG p. 281				
Speech:	the speech	□ Connect	TG p. 279	Word Study	Types of Phrases				
TG p. 268-281	TG p. 270: notice	☐ Analyze	Seminal Documents:	TG p. 280					
First Read	and mark the details	□ Evaluate		Words that relate	Noun phrase				
Notice: The	that express those	☐ Answer the	Persuasive Appeals	to conflicts					
general idea of the	things President	Essential	Central idea	between or among					
text. What is it	Roosevelt believes	Question	Persuasive appeals	nations or other					
about? Who is	to be absolute, or	Q0.000.0	Appeals to logic	political groups:					
involved?	without		Appeals to emotion						
Annotate: Mark	compromise.		Appeals to authority	Pacification					
vocabulary and key	TG p. 272: notice		Logical fallacy	Disarmament					
passages to revisit	and highlight the			Appeasement					
Connect: Ideas	details that show			Treachery					
within selection to	the			Propaganda					
what you already	group of words that			Tyranny					
know and have	is repeated.								
read	TG p. 275: mark			Latin Root –pac-					
Respond:	changes you see in								
Complete	sentence lengths.								
Comprehension	TG p. 276: Analyze								
check and writing a	rhetorical devices								
brief summary of									
the selection	9-10.RI.CS.4,		9-10.RI.KID.2,	9-10.L.VAU.4.b,	9-10.L.CSE.1,				
	9-10.L.VAU.5		9-10.RI.CS.6,	9-10.L.VAU.4.d	9-10.L.CSE.1.b,				
			9-10.RI.IKI.8,		9-10.L.VAU.4				
			9-10.SL.CC.3						





UNIT	3 Whole-Class Lea	rning	GRADE 10		Expandiı	ng Freedom's Reach
Making Meaning				Language Development Effective Express		
			Days 7	-10		
Inaugural Address:	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style TG p. 291	Writing to Compare
First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	TG p. 283: Understand parallelism TG p. 284: notice and mark the groups and nations the president discusses. TG p. 285: notice and mark the verbs that follow the word we. TG p. 286: Analyze alliteration	TG p. 288 Compare and contrast Interpret Speculate Synthesize Answer the Essential Question	Structure TG p. 289 Seminal Documents: Emotional Appeals Persuasion Charged Language Restatement	Vocabulary and Word Study TG p. 290 Words that relate to instances of physical or verbal confrontation: Invective Belaboring Invoke Beachhead Revolution Asunder Latin root: -vol- and -volut-	Use of Language Rhetorical Devices Repetition Parallelism Anaphora Antithesis	TG p. 292-293 Comparison- and-contrast essay: Historical context
	9-10.L.CSE.1.a		9-10.RI.KID.1, 9-10.RI.KID.2, 9-10.RI.CS.6, 9-10.RI.IKI.9	9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.L.CSE.1.a	9-10.RI.IKI.9, 9-10.W.TTP.2, 9-10.W.PDW.5, 9-10.W.RBPK.9.b





UNIT	73 Whole-Class Lea	arning GRADE 10		Expanding Freedom's Reach			
	Making N		Language	Development Effective Expression			
		Days 1	11-13				
Inaugural Address TG p. 294-297 First Review WATCH: who speaks, what they say, and how they say it. Note: elements you find interesting and want to revisit Connect: ideas in the video to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check	Close Review TG p. 295: Analyze Gestures	Analyze the Media TG p. 296 Interpret Connect Generalize Make a judgement Answer the Essential Question	Media Vocabulary TG p. 296 Tone Inflection Gesture Enunciation		Writing to Sources TG p. 297 Newspaper Report	Speaking and Listening TG p. 297 Newscast	
			9-10.L.VAU.4		9-10.W.TTP.2	9-10.SL.PKI.4, 9-10.SL.PKI.6	
Performance Task: V	Writing Focus					<u>'</u>	
		Days 1	14-15				
Prompt: What can or	•				Standards: 9-10.W.TTP.2.a-f, 9-10.W.PDW.5, 9-10.W.TTP.2.7, 9-10.W.RBPK.8, 9-10.W.RBPK.9-10, 9-10.L.CSE.1, 9-10.L.CSE.2, 9-10.L.CSE.2.c		





UNIT 3 Small-Group	Learning	GRAD	DE 10	Expandir	ng Freedom's Reach
		Introduction	on Day 16		
Speech Speech at the United Nations By Malala Yousafzai Media (Interview): Diane Sawyer Interviews Malala Yousafzai ABC News Poetry: Caged Bird by Maya Angelou Some Advice To Those Who Will Serve Time in Prison by Nazim and Mutlu Konuk Short Story: The Censors By Luisa Valenzuela, translated by David Unger Media (Infographic): from Freedom of the Press Report 2015 Freedom House Performance-Based Assessment Task Write an Informative Essay Prepare Prepare Participate Fully Support Others Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects		Essential Question What is the relationship between power and freedom?	 Unit Goals: TG p. 260 Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, an information. 9-10.RI.KID.3 Expand Knowledge and use of academic and thematic vocabulary. 9-10.RL.CS.4, 9-10.RI.CS.4 Write an informative essay in which you effective incorporate the key elements of an argument 9-10.W.TTP.2 Conduct research projects of various lengths to explore a topic and clarify meaning. 9-10.W.RBPI Correctly integrate quotations and other evidence into written texts and presentations. 9-10.L.CSE. Collaborate with your team to build on the ideas others, develop consensus, and communicate 9-10.SL.CC.1 Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5 		
		Standards	s Covered		
Reading Literary Text 9-10.RL.CS.4, 9-10.RL.CS.6, 9-10.RL.IKI.9-10	Reading Informational Text 9-10.RI.KID.1, 9-10.RI.CS.6	Speaking & Listening 9-10.SL.CC.1, 9-10.SL.CC.1.b, 9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6	Language 9-10.L.CSE.1.b, 9-10.L.VAU.4.b, 9-10.L.VAU.4.d, 9-10.L.VAU.4.c, 9-10.L.VAU.6	Writing 9-10.W.TTP.3.d, 9-10.W.RBPK.9.b	NOTES:





UNIT 3 Small-G	iroup Learning		GRAD	E 10		Expanding Freedom's Reach
Making Meaning					Language Development	NOTES:
			Day 17	-18		
Speech at the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions:	
United Nations	TG p. 311: Analyze	TG p. 315	Structure	Vocabulary and	TG p. 317	
TG p. 308-317	Parallelism	□ Review and	TG p. 316	Word Study	Types of clauses	
First Read	TG p. 312: Examine	Clarify	Author's Purpose:	TG p. 315		
Notice: General	antithesis	□ Analyze		Words related to	Adverbial clause	
ideas of the text.	TG p. 313:	☐ Answer the	Rhetorical Devices	the pursuit of	Subordinating	
What is it about?	Understand purpose	Essential	Evidence	human rights:	conjunctions	
Who is involved?		Question	Anecdote			
Annotate: Mark			Proverb	Beneficent		
vocabulary and key			Examples	Envoy		
passages to revisit				Initiative		
Connect: Ideas						
within selection to				Latin Root: -bene-		
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check and write a						
brief summary of						
the selection						
	9-10.RI.CS.6,		9-10.RI.KID.2,	9-10.L.VAU.4.b	9-10.L.CSE.1.b	
	9-10.L.CSE.1.a		9-10.RI.CS.6			





UNIT 3 Small-Group Learning GRADE 10				Expanding Freedom's Rea					
		Making Meaning		Language Development	NOTES:				
	Days 19								
Diane Sawyer Interviews Malala Yousafzai: TG p. 318-323 First Review WATCH: who speaks, what they say, and how they say it. Note: elements you find interesting and want to revisit Connect: ideas in the video to other media you've experienced, texts you've read, or images you've seen. Respond: Complete Comprehension check and writing a brief summary of the selection	Close Review TG p. 319: Analyzing suspense	Analyze the Media TG p. 321 Present and discuss Review and synthesize Answer the Essential Question 9-10.SL.CC.1, 9-10.SL.PKI.4	Media Vocabulary TG p. 321 Lead-In Close-Up Shot Slant 9-10.RI.KID.1, 9-10.L.VAU.6	Writing to Compare TG p. 322-323 Explanatory Essay 9-10.RI.IKI.7, 9-10.W.TTP.2, 9-10.W.RBPK.9					





UNIT 3 Small-0	Group Learning		GRADE 10			Expanding Freedom's Reach		
		Making Meaning			Language Development	Effective Expression		
Days 20-21								
Caged Bird	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style	Writing to Sources		
Some Advice to	TG p. 328: Identify	TG p. 332	Structure	Vocabulary and	TG p. 334	TG p. 335		
those who will	Theme	☐ Review and	TG p. 333	Word Study	Specific Details			
serve time in		Clarify	Author's Choices:	TG p. 332		Poem		
prison:		Present and		Words that have	Image			
ГG p. 324-335		Discuss	Figurative	multiple meanings:	Imagery			
First Read		☐ Answer the	Language					
Notice: who or		Essential	Simile	Current				
what is "speaking"		Question	Metaphor	Trill				
he poem and			Extended	Flurry				
whether the poem			metaphor					
ells a story or				Multiple meaning				
describes a single				words				
noment.								
Annotate: Mark								
ocabulary and key								
assages to revisit								
Connect: Ideas								
vithin selection to								
vhat you already								
know and have								
read								
Respond:								
Complete								
Comprehension								
check								
	9-10.RL.KID.2	9-10.SL.CC.1, 9-	9-10.RL.KID.1,	9-10.L.VAU.4	9-10.L.VAU.4	9-10.W.TTP.3		
	J IO.NE.NID.Z	9-10.SL.CC.1, 9- 10.SL.PKI.4	9-10.RL.CS.4,	J 10.L. VAO.4	J 10.L. VAO.4	J 10. W. 111 . J		
		10.3L.PNI.4	9-10.RL.CS.4,					
			3 10.111.03.0					





UNIT 3 Small-G	Group Learning		GRAD	DE 10		Expanding Freedom's Reach		
		Making Meaning			Language Development	Effective Expression		
Days 22-23								
The Censors: TG p. 336-343 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 337: Identify foreshadowing	Analyze the Text TG p. 340 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 341 Author's Choices: Satire Social commentary Tone	Concept Vocabulary and Word Study TG p. 340 Words that relate to the idea of secretly fighting back against something or working against something Sabotage Intercept Subversive Latin Prefix: sub-	Author's Style TG p. 342 Word Choice hyperbole colloquial language	Speaking and Listening: TG p. 343 Small-Group Discussion		
	9-10.RL.CS.6	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.CS.4, 9-10.RL.CS.6	9-10.L.VAU.4.b, 9-10.L.VAU.4.d	9-10.L.VAU.4	9-10.SL.CC.1, 9-10.L.VAU.5.a		





UNIT 3 Small-0	Group Learning	GRA	DE 10	E:	xpanding Freedom's Reach				
		Making Meaning		Effective Expression	NOTES:				
	Days 24-25								
Freedom of the	Close Review	Analyze the Media	Media Vocabulary	Research:					
Press 2015:	TG p. 346: Interpret	TG p. 348	TG p. 348	TG p. 349					
TG p. 344-349	graphics	☐ Review and Clarify							
First Read		☐ Present and Discuss	Infographic	Presentation					
Notice: new		 Answer the Essential Question 	Bar Graph						
information or			Line Graph						
ideas you learn			Pie Chart						
about the unit									
topic as you first									
read this text.									
Annotate: Mark									
vocabulary and key									
passages to revisit Connect: Ideas									
within selection to									
what you already									
know and have									
read									
Respond:									
Complete									
Comprehension									
check									
	9-10.RI.CS.5.a	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RI.CS.5.a,	9-10.SL.CC.1.b,					
		, , , , , , , , , , , , , , , , , , , ,	9-10.L.VAU.6	9-10.SL.PKI.4,					
				9-10.SL.PKI.5,					
				9-10.SL.PKI.6,					
				9-10.W.PDW.6					
Small-Group Learnin	lng Performance Task: Sp	peaking and Listening Focus							
		Da	y 26						
TG p. 350-351					I.4, 9-10.SL.CC.1.a, 9-10.SL.CC.1.b,				
Deliver a Multimedia				9-10.SL.PKI.5, 9-10.SL.	PKI.6				
Prompt: When, if eve	er, are limits on freedom	necessary?							





UNIT 3 Independent Learning	GRADE 10	Expanding Freedom's Reach					
Days 27-28							
TG p. 352-353, 353A-353d, 354-357		Standards: 9-10.RL.IKI.9, 9-10.RI.IKI.9					
Select and read a story from selections available online							
Law and the Rule of Law: The Role of Federal Courts by Judio	ial Learning Center						
Misrule of Law by Aung San Suu Kyi							
Harrison Bergeron by Kurt Vonnegut, Jr.							
Credo: What I Believe by Neil Gaiman							

Day	s 29-30
TG p. 358-361	Standards: 9-10.W.TTP.2a-f, 9-10.W.RBPK.9,
Writing to Sources: Informative Essay	9-10.SL.PKI.4, 9-10.SL.PKI.5, 9-10.SL.PKI.6
Writing Prompt: What does it mean to "be free"?	
Speaking and Listening Outcome: Multimedia Presentation	





GRADE 10, UNIT 4	: All That Glitter	's				
INTRODUCTION	t C V	Jnit Video: 14-Year-Old Teaches Fiche "Power of Half" Discuss It: Why do people acquire Write your response before sharin HOLE-CLASS LEARNING: Intro	more than they need? g your ideas.			
Anchor Text (Short Story): The Necklace by Guy de Maupassant, translated by MacAndrew Anchor Text (Short Story): Civil Peace by Chinua Achebe Media (Photo Gallery): Fit for a King: Treasures of Tutankhamun	Performance-Based Assessment Task Write an Informative Essay Prompt: What makes something valuable? What makes something a treasure? Language Development: Conjunctive Adverbs and Semicolons 9-10.W.RBPK.9.2.a-f, 9-10.W.RBPK.9.5, 9-10.W.RBPK.9.5,	ideas	Essential Question What do our possessions reveal about us?	how authors intrideas. 9-10.RI.KII Expand Knowled concept vocabula Write an information of the conduct research explore a topic a general semicolons to ling independent clause. Collaborate with ideas of others, communicate 9-10.RI.KIII.	ge and use of academic and ary 9-10.RL.CS.4, 9-10.RL.CS.4 betive essay in which you by complex ideas, concepts, and D.W.TTP.2 an projects of various lengths to and clarify meaning. Injunctive adverbs and let two or more closely related uses. 9-10.L.CSE.1.b by your team to build on the develop consensus, and 10.SL.CC.1 visuals, and text in	
		Standards	Covered			
Reading Literary Text 9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.5, 9-10.RL.CS.6, 9-10.RL.IKI.9	Reading Informational Text 9-10.RI.KID.1	Speaking & Listening 9-10.SL.PKI.4, 4.b, 9-10.SL.PKI.5, 9-10.SL.PKI.6	Language 9-10.L.CSE.2, 2.a, 2.c, 9-10.L.KL.3, 9-10.L.VAU.4.b, 4.c, 9-10.L.VAU.6	Writing 9-10.W.TTP.2, 9-10.W.PDW.6	NOTES:	





UNIT 4 Whole-Class Learning GRADE			E 10	Į.	All That Glitters		
	Making N	/leaning		Language Development Effective Expression			
			Days				
The Necklace:	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Writing to Sources	Speaking and
TG p. 374-399	TG p. 373: Analyze	TG p. 382	Structure	Vocabulary and	TG p. 385	TG p. 386	Listening
First Read	tone	☐ Interpret	TG p. 383	Word Study	Punctuation	Diary Entry	TG p. 387
Notice: whom the	TG p. 374: Analyze	☐ Analyze	Literary Devices:	TG p. 384			Monologue
story is about, what		□ Compare		Words all related	Semicolon		
happens, where	TG p. 377: notice	and	Irony	to elegance or high			
and when it	and highlight the	contrast	Situational irony	social status:	Transitional		
happens, and	punctuation the	☐ Make a	Surprise ending		expression		
why those involved	author uses to show	judgement		Refinement			
react as they do.	hesitation.	□ Answer		Suppleness			
Annotate: Mark	TG p. 379: notice	essential		Resplendent			
vocabulary and key	and highlight the	question		Homage			
passages to revisit	shortest sentence.			Gallantries			
Connect: Ideas	Underline repeated			Exquisite			
within selection to	words						
what you already	TG p. 380: Analyze			Latin Prefix:			
know and have	irony			-splen			
read							
Respond:							
Complete							
Comprehension							
check and writing a							
brief summary of							
the selection	9-10.RL.KID.3,		9-10.RL.CS.5	9-10.L.VAU.4.b,	9-10.L.CSE.2,	9-10.W.TTP.2	9-10.SL.PKI.4.b,
	9-10.RL.RID.3, 9-10.RL.CS.4,	9-10.RL.KID.1	3-10'VF'C2'2	9-10.L.VAU.4.b,	9-10.L.CSE.2, 9-10.L.CSE.2.a	J-10. VV. I 1P.Z	9-10.SL.PKI.4.b, 9-10.SL.PKI.6
	9-10.RL.CS.4, 9-10.RL.CS.5,			J-10.L.VAU.4.C	J-1U.L.CJE.Z.d		2-10.3F.FKI.0
	9-10.KL.CS.5, 9-10.L.VAU.5						
	3-10.L.VAU.3						





	UNIT 4 Whole-C	lass Learning	GRAD	E 10		All That Glitters	
	Making Meaning			Language Development Effective Expression			
		T	Days 8	-	T		
Civil Peace: TG p. 388-401 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and writing a brief summary of	Close Read TG p. 389: Infer character TG p. 390: mark words and phrases related to luck or wonder. TG p. 392: mark words and phrases that suggest a casual friendliness in the way the thief speaks to Jonathan. TG p. 394: notice and mark the simile.	Analyze the Text TG p. 396 Interpret Compare and contrast Infer Connect Answer essential question	Analyze Craft and Structure TG p. 397 Development of Theme Theme Setting Historical and cultural context Characters Plot development Description Juxtaposition	Concept Vocabulary and Word Study TG p. 398 Words that relate to fortune, good or bad: Amenable Surrender Influence Blessings Windfall Inestimable Compound nouns	Author's Style TG p. 399 Character Development Dialect	Writing to Sources TG p. 400 Character Analysis	Speaking and Listening TG p. 401 Oral Interpretation
the selection	9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.L.VAU.5.a	9-10.RL.KID.1	9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.5	9-10.L.CSE.2.c, 9-10.L.KL.3	9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.L.CSE.2, 9-10.L.CSE.2.c	9-10.W.TTP.2	9-10.SL.PKI.4, 9-10.SL.PKI.4.b





	UNIT 4 Whole-Cl	ass Learning GRADE	10	All	That Glitters
	Making I			Development	Effective Expression
		Days 12			
Fit for a King:	Close Review	Analyze the Media	Technical		Speaking and Listening
Treasures of	TG p. 403: Analyze	TG p. 406	Vocabulary:		TG p. 407
Tutankhamun:	photographs	□ Generalize	TG p. 406		Photojournalism
ΓG p. 402-407	TG p. 405: Analyze	☐ Compare and contrast			
First Review	photographs	☐ Analyze/Evaluate	Egyptology		
.ook: at each		□ Modify	Artifact		
mage and		☐ Answer the essential question	Iconography		
determine whom		•	Context		
or what it portrays.					
NOTE: elements in					
each image					
hat you find					
nteresting and					
want to revisit.					
Connect: Ideas					
within selection to					
what you already					
know and have					
read					
Respond:					
Complete		9-10.RI.KID.1	9-10.L.VAU.6		9-10.SL.PKI.5, 9-10.W.PDW.6
Comprehension					
check					
Performance Task: V	Vriting Focus				
		Days 14	1-15		
ΓG p. 408-413				9-10.W.TTP.2.a-f, 9-10	.W.PDW.5, 9-10.W.RBPK.9,
Write an Informative Essay				9-10.L.CSE.2, 9-10.L.CS	SE.2.a
Prompt: What make:	s something valuable? \	What makes something a treasure?			
Language Developme	ent: Conjunctive Adverl	os and Semicolons			





UNIT 4 Sma	II-Group Learning		GRADE 10	All	That Glitters
		Introduction	Day 16		
Journalism: In La Rinconada, Peru, Searching for Beauty in Ugliness by Marie Arana POETRY COLLECTION: Avarice by Yusef Komunyakaa The Good Life by Tracy K. Smith Money by Reginald Gibbons Short Story: The Golden Touch By Nathaniel Hawthorne the imaginations of thousands? POETRY: from King Midas by Howard Moss MAGAZINE ARTICLE: The Thrill of the Chase by Margie Goldsmith	Performance-Based Assessment Task Deliver a Multimedia Presentation Prompt: In what ways can material possessions create both a sense of comfort and a sense of anxiety? 9-10.SL.PKI.4, 9- 10.SL.PKI.5	Small-Group Learning Strategies:	Essential Question What do our possessions reveal about us?	analyzing how aut central ideas. 9-10 Expand Knowledge concept vocabular 9-10.RI.CS.4 Write an informati effectively convey and information. 9 Conduct research to explore a topic 9-10.W.RBPK.7 Correctly use conjusemicolons to link related independe	e and use of academic and by 9-10.RL.CS.4, live essay in which you complex ideas, concepts, 0-10.W.TTP.2 projects of various lengths and clarify meaning. unctive adverbs and two or more closely ent clauses. 9-10.L.CSE.1.b our team to build on the evelop consensus, and 0.SL.CC.1 suals, and text in
		Standards C	overed		
Reading Literary Text 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.9-10	Reading Informational Text 9-10.RI.CS.4, 9-10.RI.CS.5, 9-10.RI.CS.6, 9-10.RI.IKI.9	Speaking & Listening 9-10.SL.CC.1,a-d, 9-10.SL.PKI.4.a, 9-10.SL.PKI.5	Language 9-10.L.CSE.1, 9-10.L.CSE.1.b, 9-10.L.VAU.4, 9-10.L.VAU.4.a, 9-10.L.VAU.4.b, 9-10.L.VAU.4.d, 9-10.L.VAU.5,	Writing 9-10.W.TTP.3, 9-10.W.PDW.6	NOTES:









UNIT 4	Small-Group Learni	ng		GRADE 10		All That Glitters
		Making Meaning			Language Development	Effective Expression
			Day 20	-22		
Avarice The Good Life Money: TG p. 430-441 First Read Notice: who or what is "speaking" the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 434: Inferring a character's values TG p. 436: Analyze characterization	Analyze the Text TG p. 438 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 439 Author's Choices: Speaker and Point of View Speaker First-Person Point of View Third-Person Point of View Omniscient Limited third- person Tone	Concept Vocabulary and Word Study TG p. 438 Words relating to gold/riches: Burnished Lustrous Gilded Latin prefix: -lus-	Conventions TG p. 440 Types of Clauses Noun clause	Writing to Sources TG p. 441 Short Story
	9-10.RL.KID.3	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.CS.4, 9-10.RL.CS.5	9-10.L.VAU.4, 9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.L.CSE.1, 9-10.L.CSE.1.b	9-10.W.RBPK.9.3





UNIT 4	Small-Group Learni	ng		GRADE 10		All That Glitters				
	Making Meaning				Language Development	NOTES:				
	Day 23									
The Golden Touch: TG p. 442-459 First Read Notice: whom the story is about, what happens, where and when it happens, and why those involved react as they do. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a brief summary of the selection	Close Read TG p. 448: Interpret irony TG p. 451: Identify Allusion TG p. 453: Analyze inversion TG p. 454: Identify Moral	Analyze the Text TG p. 457 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 458 Narrative Structure Conflict Plot Exposition Rising Action Inciting incident Climax Falling Action Resolution	Concept Vocabulary and Word Study TG p. 457 Words relating to gold/riches: Burnished Lustrous Gilde Latin prefix: dur-	Conventions TG p. 459 Types of Clauses Noun clause					
	9-10.RL.CS.4	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.CS.5	9-10.L.VAU.4.b	9-10.L.CSE.1, 9-10.L.CSE.1.b					





UNIT 4	Small-Group Learn	ing		GRADE 10		All That Glitters			
		Making	Meaning			Effective Expression			
	Day 24								
From King Midas:	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style:	Writing to Compare:			
TG p. 460-469	TG p. 463: Analyze	TG p. 465	Structure	Vocabulary and	TG p. 467	TG. P. 468-469			
First Read	rhyme	Review and	TG p. 466	Word Study	Author's Choices:	Argument:			
Notice: who or		Clarify	Author's Choices:	TG p. 465	Poetic Structure				
what is "speaking"		Present and	Poetic Structure			Compare and contrast essay			
the poem and		Discuss		Words all related	Meter				
whether the poem		Answer the	Stanza	to something solid:	Foot				
tells a story or		Essential	Rhyme		Iamb				
describes a single		Question	Exact rhyme	Mail	Enjambment				
moment.			Slant rhyme	Obdurate					
Annotate: Mark			Rhyme scheme	Ore					
vocabulary and key			End rhyme						
passages to revisit									
Connect: Ideas									
within selection to									
what you already									
know and have									
read									
Respond:				Latin root:					
Complete				dur-					
Comprehension									
check									
	9-10.RL.CS.5	9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.CS.5	9-10.L.VAU.4.b	9-10.RL.CS.5	9-10.RL.IKI.7, 9-10.RL.IKI.9, 9-10.W.RBPK.9.a			





UNIT 4	Small-Group Learn	ing		GRADE 10		All That Glitters
		Making Meaning			Language Development	Effective Expression
			Day	25		
The Thrill of the Chase: TG p. 470-479 First Read Notice: The general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension	Close Read TG p. 473: Analyzing anecdote TG p. 474: Analyzing denotation and connotation	Analyze the Text TG p. 476 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 477 Literary Nonfiction: Feature Story Title Introduction Body Conclusion	Concept Vocabulary and Word Study TG p. 476 Words that can be used when discussing objects of value: Artifacts Legacy Marvel Latin root: -fac-	Author's Style: TG p. 478 Sentence Variety Long sentences Short sentences Varied sentence Lengths	Speaking and Listening: TG. p. 479 Debate
check by writing a brief summary of the selection		9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RI.CS.5	9-10.L.VAU.4.b, 9-10.L.VAU.5	9-10.RI.CS.5	9-10.SL.CC.1.a, 9-10.SL.CC.1.c, 9-10.SL.CC.1.d
Small-Group Learni	ng Performance Task: Sp	peaking and Listening	Focus			
			Day	26		
TG p. 480-481 Deliver a Multimedi Prompt: In what wa	a Presentation ys can material possessi	ons create both a sen	se of comfort and a se	ense of anxiety?	Standards: 9-10.SL.PI	KI.4, 9-10.SL.PKI.4.a, 9-10.SL.PKI.5





UNIT 4 Independent Learning	GRADE 10	All That Glitters
	Days 27-28	
TG p. 482-483, 484A-484f, 485-487	S	tandards: 9-10.RI.IKI.9-10, 9-10.RL.IKI.9-10
Select and read a story from selections available online		
The Gold Series: A History of Gold		
Ads May Spur Unhappy Kids to Embrace Materialism by Amy Norton		
A Dose of What the Doctor Never Orders by Ihara Saikaku, translated	by G. W. Sargent	
My Possessions, Myself by Russell W. Belk		
 Heirlooms' Value Shifts from Sentiment to Cash by Rosa Salter Rodrig 	ıez	

End-of-Unit Performance-Based Assessment						
Days 29-30						
TG p. 488-491	Standards: 9-10.W.TTP.2.a-f, 9-10.W.RBPK.9-10, 9-					
Writing to Sources: Informative Essay	10.SL.PKI.4, 9-10.SL.PKI.4.a					
Writing Prompt: How do we decide what we want versus what we need? What can result from an						
imbalance between want and need?						
Speaking and Listening Outcome: Oral Presentation						





GRADE 10, UNIT 5:	Virtue and Ven	geance			
INTRODUCTION	Day 1	Unit Video: The Tempest 1: Rock the Ship Discuss It: Why can it be difficult to forgive someone who has wronged you in some way?		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Argument Launch Text: Neither Justice Nor Forgetting: Defining Forgiveness (Lexile 1010)	
		OLE-CLASS LEARNING: Intr	1		
Literature and Culture: Historical Context: The Tempest Anchor Text (Drama): The Tempest by William Shakespeare Anchor Text (Poetry): En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection by Virgil Suárez Caliban by J. P. Dancing Bear	Performance-Based Assessment Task Write an Argument Prompt: Is there more value in vengeance or virtue (forgiveness)? Language Development: Conventions: Quotations and Paraphrases 9-10.W.TTP.1.a-e, 9-10.W.PDW.4, 9-10.W.RBPK.9, 9-10.L.CSE.1.b	Whole-Class Learning Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What motivates us to forgive?	 Unit Goals TG p. 494 Evaluate written arguments by analyzing how authors state and support claims. 9-10.RI.KID.1 Expand knowledge and use of academic and concept vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4 Write an argumentative essay in which you support claims using valid reasoning and relevant evidence. 9-10.W.TTP.1 Conduct research projects of various lengths to explo a topic and clarify meaning. 9-10.W.RBPK.8.7 Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words. 9-10.L.CSE.1c Collaborate with your team to build on the ideas of others, develop consensus, and communicate 9-10.SL.CC.1 Integrate audio, visuals, and text in presentations 9-10.SL.PKI.5 	
		Standards	Covered		
Reading Literary Text 9-10.RL.KID.1, 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.9	Reading Informational Text	Speaking & Listening 9-10.SL.CC.3, 9-10.SL.PKI.4.b, 9-10.SL.PKI.6	Language 9-10.L.VAU.4.b, 4.c, 4.d, 9-10.L.VAU.5, 9-10.L.VAU.6	Writing 9-10.W.TTP.1, 1.b, 9-10.W.TTP.2, 9-10.W.PDW.4, 9-10.W.RBPK.9.1	NOTES:





UNIT 5 Whole-Class Learning			GRADE 10	ie and Vengeance	
		Making Mea	ning		Effective Expression
			Days 3-5		
Historical Context	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary and	Writing to Sources
Elizabethan	TG p. 512:	TG p. 531:	Structure	Word Study	TG p. 533
England:	Understanding Acts	□ Interpret	TG p. 532	TG p. 531	Paraphrasing
TG p. 500-509	TG p. 515:	□ Connect	Shakespeare's	Words that all relate to	
The Tempest Act I:	Understanding lambic	☐ Infer/Evaluate	Romances	betrayal:	
TG p. 510-533	Pentameter				
First Read	TG p. 517: Analyzing		Tragedy	Perfidious	
Notice: Whom the	metaphor		Comedy	Treacherous	
story is about,	TG p. 519: Analyzing		Romance	Usurp	
what happens,	oxymoron				
where and when it	TG p. 521: mark the			Suffix: –ous	
happens, and why	words that Ariel quotes				
those involved	directly from Ferdinand.				
react as they do	TG: p. 523: Mark all of				
Annotate: Mark	Ariel's speeches in lines				
vocabulary and	251–293.				
key passages to	TG: p. 525: Analyzing				
revisit	alliteration				
Connect: Ideas	TG: p. 527: Mark the				
within selection to	end punctuation in				
what you already	Miranda's dialogue				
know and have	TG: p. 529: notice				
read	and highlight the three				
Respond:	shortest sentences in				
Complete	Prospero's dialogue.				
Comprehension					
check by writing a	9-10.RL.KID.2,	9-10.RL.KID.1	9-10.RL.IKI.9	9-10.RL.KID.1, 9-10.L.VAU.4.b	9-10.W.PDW.4
brief summary of	9-10.RL.KID.3,				
the selection	9-10.RL.CS.4,				
	9-10.RL.CS.5				





l	UNIT 5 Whole-Class Learning GRADE 10 Virtue and Vengeance										
	Making	Meaning		Language Development NOTES:							
	Days 6-7										
The Tempest Act	Close Read	Analyze the Text	Concept	Analyze Craft and	Author's Style						
II:	TG p. 536:	TG p. 551	Vocabulary and	Structure	TG p. 553						
TG p. 534-553	Understanding	□ Infer	Word Study	TG p. 552							
First Read	asides	☐ Connect/Deduce	TG p. 551	Poetic Structures	Word Choice						
Notice: Whom the	TG p. 541: notice	☐ Interpret/Assess	Words that relate								
story is about,	and highlight the		to the transfer of	Blank Verse	Characterization						
what happens,	dashes on line 197.		power from one	lambic	Diction						
where and when it	TG p. 542: Analyze		generation to the	Pentameter							
happens, and why	paradox		next:								
those involved	TG p. 544: notice a										
react as they do	clause that is set		Supplant								
Annotate: Mark	within parentheses.		Succession								
vocabulary and	TG p. 545: Analyze		Heir								
key passages to	hyperbole										
revisit	TG p. 547: Analyze										
Connect: Ideas	comic relief		Latin Prefix: sub-								
within selection to	TG p. 548: notice										
what you already	and highlight the										
know and have	words and sounds										
read	repeated in these										
Respond:	lines.										
Complete											
Comprehension											
check by writing a											
brief summary of											
the selection	9-10.RL.KID.1,		9-10.RL.KID.1,	9-10.RL.CS.5	9-10.RL.KID.3,						
	9-10.RL.KID.3,		9-10.L.VAU.4.b,		9-10.RL.CS.4						
	9-10.RL.CS.4		9-10.RL.CS.4.c								





	UNIT 5 Whole-Class	s Learning	GRADE 10	Virtue a	and Vengeance
		Making Mear	ning		Effective Expression
			Days 8-9		
The Tempest Act	Close Read	Analyze the Text	Concept Vocabulary and	Analyze Craft and Structure	Speaking and Listening
III:	TG p. 555: Understand	TG p. 569	Word Study	TG p. 570	TG p. 571
TG p. 554-571	stage directions	☐ Interpret	TG p. 569	Dramatic Structure	Dramatic Reading
First Read	TG p. 558: Analyze	☐ Analyze	Words that relate to		
Notice: Whom	metonymy	 Answer the Essential 	strength and bravery:	Plot	
the story is	TG p. 560: find and	Question		Subplots	
about, what	highlight words and		Valiant		
happens, where	phrases that relate to		Valour		
and when it	the king and his		Invulnerable		
happens, and	subjects.		Vigilance		
why those	TG p. 562: notice				
involved react as	and highlight the		Latin Root: val-		
they do	words that are related				
Annotate: Mark	to sound.				
vocabulary and	TG p. 565: Analyze				
key passages to	Hyperbole				
revisit	TG p. 566: Analyze				
Connect: Ideas	monologue				
within selection					
to what you					
already know and					
have read					
Respond:					
Complete					
Comprehension					
check by writing	9-10.RL.CS.5,		9-10.RL.KID.1,	9-10.RL.KID.2, 9-10.RL.CS.5	9-10.SL.PKI.4.b, 9-10.SL.PKI.6
a brief summary	9-10.L.VAU.4		9-10.L.VAU.4.b		
of the selection					





	UNIT 5 Whole-Class	Learning	GRADE 10		Virtue	e and Vengeance					
		Making Mea	ning			NOTES:					
	Day 10										
The Tempest Act IV: TG p. 572-585 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension	Close Read TG p. 574: Analyze internal rhyme TG p. 577: notice and highlight the words that rhyme. TG p. 578: notice and highlight the change to short sentences and clauses. TG p.581: notice and highlight the words that are repeated.	Analyze the Text TG p. 583 Compare and contrast Evaluate Analyze Answer the Essential Question	Concept Vocabulary and Word Study TG p. 583 Words that relate to beginning something new and making an effort: Opportune Industrious Incite Etymology	Analyze Craft and Structure TG p. 584 Dramatic Structure Dramatic speeches Monologue Soliloquy Aside	Author's Style TG p. 585 Motif						
check by writing a brief summary of the selection	9-10.RL.CS.4		9-10.L.VAU.4, 9-10.L.VAU.4.c	9-10.RL.CS.5	9-10.RL.CS.4						





	UNIT 5 Whole-Clas	s Learning	GRADE :	l0 Virt	ue and Vengeance	
	Making M	leaning		Language Development	Effective	Expression
			Day	(11		
The Tempest Act	Close Read	Analyze the Text	Analyze Craft and	Concept Vocabulary and Word Study	Writing to Sources	Speaking and
V:	TG p. 587: Analyze	TG p. 598	Structure	TG p. 600	TG p. 602	Listening
TG p. 586-603	Parallelism	☐ Interpret	TG p. 599		Literary Criticism	TG p. 603
First Read	TG p. 588: notice and	□ Evaluate	Plot Structure	Words that relate to forgiveness and		Oral Presentation
Notice: Whom the	highlight the words	□ Dramatic		putting things right:	Critical essay	
story is about,	that relate to	Irony	Resolution			
what happens,	feelings.	☐ Support/Make	Epilogue	Penitent		
where and when it	TG p. 591: notice	a judgement		Pardon		
happens, and why	and highlight the	☐ Synthesize		Merciful		
those involved	details that make			Rectify		
react as they do	reference to Prospero					
Annotate: Mark	having lost Miranda.			Latin root -pen-		
vocabulary and key	TG p. 592: notice					
	and highlight the					
	adjectives that are					
	used.					
what you already	TG p. 595: Analyze					
know and have	figurative language					
	TG p. 596: notice and					
Respond:	highlight the words					
Complete	that rhyme.					
Comprehension						
check by writing a						
brief summary of						
the selection						
	9-10.RL.CS.4,		9-10.RL.CS.5	9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.W.TTP.1,	9-10.SL.CC.3,
	9-10.L.CSE.1.a,				9-10.W.TTP.1.b	9-10.SL.PKI.6
	9-10.L.VAU.4					





	UNIT 5 Whole-Class	s Learning	GRADE 10		Virtu	ue and Vengeance
	Making	g Meaning		Effect	tive Expression	NOTES:
			Days 12-13			
En El Jardin	Close Read	Analyze the Text	Concept Vocabulary	Writing to co	mpare	
Caliban:	TG p. 606: Analyze an	TG p. 611	and Word Study	TG p. 612-613	}	
TG p. 604-613	Application	☐ Interpret	TG p. 611	Compare and	contrast essay	
First Read	1	☐ Analyze				
Notice: who or		☐ Answer the	Words that relate to			
what is "speaking"		Essential	physical damage:			
the poem and		Question				
whether the poem			Swollen			
tells a story or			Scarred			
describes a single			Cartilage			
moment.			Welt			
Annotate: Mark			Sliver			
vocabulary and key			Clench			
passages to revisit						
Connect: Ideas						
within selection to						
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension			9-10.L.VAU.5,	· ·	9-10.W.RBPK.9.2,	
check			9-10.L.VAU.6	9-10.W.RBPK.	9.a	
Performance Task: V	Nriting Focus					
			Days 14-15			
TG p. 614-619					Standards: 9-10.W.TTP	.1.a-e, 9-10.W.PDW.4, 9-10.W.PDW.5,
Write an Argument					9-10.W.RBPK.9, 9-10.L.	CSE.1.b
	re value in vengeance or					
Language Developme	ent: Conventions: Quota	tions and Paraphrases				





UNIT 5 Small-Group	Learning	GRADE	10	Virtue and	Vengeance					
Introduction Day 16										
Poetry: They are hostile nations By Margaret Atwood Under a Certain Little Star Wisława Szymborska, translated by Joanna Trzeciak Speech: Let South Africa Show the World How to ForgiveBy Desmond Tutu	Performance-Based Assessment Task Present an Argument Prompt: Does forgiveness first require an apology? 9-10.SL.CC.1.a, 9-10.SL.CC.1.c, 9- 10.SL.CC.1.d, 9-10.SL.PKI.4	Small-Group Learning Strategies: Prepare Participate Fully Support Others Clarify Working as a Team 1) Take a Position 2) List Your Rules 3) Apply the Rules 4) Name your Group 5) Create a Communication Plan Making a Schedule Working on Group Projects	Essential Question What motivates us to forgive?	 authors state and supple Expand knowledge and concept vocabulary 9-1 Write an argumentative support claims using varievidence. 9-10.W.TTP Conduct research project explore a topic and classification 10.W.RBPK.8.7 Quote directly from the quotations; paraphrase your own words. 9-10. Collaborate with your top of others, develop consep-10.SL.CC.1 	to.RL.CS.4, 9-10.RI.CS.4 re essay in which you alid reasoning and relevant .1 rects of various lengths to rify meaning.9- re text with exact re an idea by restating it in					
		Standards Co	vered							
Reading Literary Text	Reading Informational Text	Speaking & Listening	Language	Writing	NOTES:					
9-10.RL.KID.2, 9-10.RL.CS.4, 9-10.RL.IKI.9	9-10.RI.KID.2, 9-10.RI.IKI.9	9-10.SL.CC.1.a, 9-10.SL.CC.1.c, 9-10.SL.CC.1.d, 9-10.SL.PKI.4	9-10.L.CSE.1, 9-10.L.CSE.1.b, 9-10.L.VAU.4.a, 9-10.L.VAU.4.b, 9-10.L.VAU.4.c, 9-10.L.VAU.6	9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.7						





UNIT 5 Small-0	Group Learning		GRAD	E 10	\	/irtue and Vengeance				
	-	Making Meaning			Language Development	Effective Expression				
Days 17-22										
They are Hostile Nations Under a Certain Little Star TG p. 624-633 First Read Notice: who or what is "speaking" the poem and whether the poem tells a story or describes a single moment. Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete	Close Read TG p. 628: Analyze Structure	Analyze the Text TG p. 630 Review and Clarify Present and Discuss Answer the Essential Question	Analyze Craft and Structure TG p. 631 Speaker Tone Theme Audience	Concept Vocabulary and Word Study TG p. 630 Words can be used to describe something or someone who is the recipient of someone else's vengeance Hounded Target Vulnerable Animal Words	Author's Style TG p. 632 Apostrophe	Writing to Sources TG p. 633 Poem				
Comprehension check	9-10.RL.CS.5	9-10.RL.KID.1, 9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.RL.KID.2	9-10.L.VAU.6	9-10.RL.CS.4	9-10.W.PDW.4, 9-10.W.PDW.5				





UNIT 5 Small-0	Group Learning		GRAD	DE 10	1	/irtue and Vengeance
		Making Meaning			Language Development	Effective Expression
			Days 2	3-25		
Let South Africa Show the World How to Forgive: TG p. 634-643 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check by writing a	Close Read TG p. 638: Decipher Social Commentary	Analyze the Text TG p. 640 Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 640 Words that have to do with government that involves people working together: Democratic Interdependence Communal Greek Root Word: kratos	Analyze Craft and Structure TG p. 641: Persuasive Techniques Anecdotes	Conventions TG p. 642 Types of Clauses Relative clause Relative pronouns	Research TG p. 643 multimedia presentation Informational slideshow Illustrated timeline Website
brief summary of the selection	9-10.RI.CS.6	9-10.RI.KID.1, 9-10.SL.CC.1. 9-10.SL.PKI.4	9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.RI.KID.2	9-10.L.CSE.1, 9-10.L.CSE.1.b	9-10.W.PDW.6, 9-10.W.RBPK.7
Small-Group Learning	ng Performance Task: Sp	eaking and Listening	Focus			
TG p. 644-645 Present an Argumen Prompt: Does forgive	t eness first require an ap	ology?	Day 2	26	Standards: 9-10.SL.Co	C.1.a, 9-10.SL.CC.1.c, 9-10.SL.CC.1.d, 9-





UNIT 5 Small-Group Learning	GRADE 10	Virtue and Vengeance
	Days 27-28	
TG p. 646-647, 648A-648F, 648-651		Standards: 9-10.RL.IKI.9, 9-10.RI.IKI.9
Select and read a story from selections available online		
The Sun Parlor by Dorothy West		
The Forgiveness Project: Eric Lomax		
A Dish Best Served Cold by Aminatta Forna		
 from Shakespeare and the French Poet by Yves Bonnefoy, transla 	ted by John Naughton	
What We Plant, We Will Eat retold by S. E. Schlosser		
 Understanding Forgiveness by PBS 		

Days .	29-30
TG p. 652-655	Standards: 9-10.W.TTP.1.a-e, 9-10.W.RBPK.9, 9-10.SL.PKI.4
Writing to Sources: Argument	
Writing Prompt: Can justice and forgiveness go hand in hand?	
Speaking and Listening Outcome: Speech	





GRADE 10, UNIT	6: Blindness and Sight	t					
INTRODUCTION	Day 1	Unit Video: Blind Teen Discuss It: How do Ben' attitudes redefine what		Unit Goals: Reading, Writing & Research, Language, Speaking & Listening Academic Vocabulary: Nonfiction Narrative Launch Text: Just Six Dots: The Story of Braille (Lexile 970)			
WHOLE-CLASS LEARNING: Introduce Whole-Class Learning Day 2							
Literature and Culture Historical Context: Oedipus the King Anchor Text (Drama): Oedipus the King, Parts I,II by Sophocles, translated by Nicholas Rudall	Performance-Based Assessment Task Mode: Write a Narrative Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Language Development: Sentence Structure 9-10.W.TTP.3.a-e, 9-10.W.RBPK.9-10, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c 9-10.L.VAU.5	Whole-Class Learning Strategies: Listen Actively Clarify by asking questions Monitor Understanding Interact and Share ideas	Essential Question What does it mean to see?	 Unit Goals TG p. 658 Evaluate written narrative tex authors introduce and develo 9-10.RL.KID.2 Expand knowledge and use of vocabulary 9-10.RL.CS.4, 9-10.RI.CS.4 Write a narrative in which you event using effective technique and well-structured sequence Conduct research projects of a topic and clarify meaning. 9-10.W.RBPK.8.7 Correctly use varied sentence to writing and presentations. 9-10.L.CSE.1 Collaborate with your team to others, develop consensus, ar 10.SL.CC.1 Integrate audio, visuals, and to 10.SL.PKI.5 	p central ideas or themes. academic and concept a convey an experience or aes, well-chosen details, as. 9-10.W.TTP.3 various lengths to explore structures to add interest b build on the ideas of ad communicate 9-		
		Standard	s Covered				
Readi i 9-10.RL.CS.5, 9-10.RL.IKI.7,	ng Literary Text , 9-10.RL.IKI.9-10	Speaking & Listening 9-10.SL.CC.1.d	Language 9-10.L.VAU.4.b, 4.c, 9-10.L.VAU.5, 5.b	Writing 9-10.W.TTP.1, 9-10.W.TTP.3, 3.b, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9	NOTES:		





	UNIT 6 Whole-Class Learn	ing	GRADE 10		Blindness and	l Sight					
	Making Meaning NOTES:										
Days 3-8											
Literature and	Close Read	Analyze the Text	Analyze Craft and	Concept	Author's Style						
Culture	TG p. 675: Interpreting the	TG p. 699:	Structure	Vocabulary and	TG p. 701						
Oedipus the King	Use	□ Interpret	TG p. 700	Word Study	Greek Chorus						
Part I:	of Figurative Language	☐ Connect	Structure of Greek	TG p. 699							
TG p. 672-701	TG p. 677: notice the way	☐ Criticize/Eval	Plays	Words that relate	Strophe						
First Read	Creon describes the effect of	uate		to official	Antistrophe						
Notice: Whom the	the murder.	□ Make a	Verse Drama	pronouncements:	Epode						
story is about,	TG p. 679: Analyzing the	decision	Prologue		Choragos						
what happens,	Function of the Chorus		Chorus	Edicts							
where and when it	TG p. 681: Notice ellipsis that		Parados	Decree							
happens, and why	show hesitation		Episode	Proclamation							
those involved	TG p. 683: Understanding		Odes								
react as they do	motive		Paean								
Annotate: Mark	TG: p. 684: notice and		Exodos	Latin Root: -dict-							
vocabulary and key	highlight a word that is used										
passages to revisit	and repeated.										
Connect: Ideas	TG: p. 686: Infer Theme										
within selection to	TG: p. 689: notice and										
what you already	highlight the italicized words.										
know and have	TG: p. 691: Understanding										
read	tragic flaw										
Respond:	TG: p. 693: notice										
Complete	that Jocasta's lines feature										
Comprehension	some repetition.										
check by writing a	TG p. 695: Interpreting										
brief summary of	dynamic characters										
the selection	TG p. 696: Analyze tragedy										
	9-10.RL.CS.4, 9-10.RL.CS.5		9-10.RL.CS.5	9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.RL.CS.5						





Part II: TG p. 703: notice words related to humility. TG p. 705: Analyze dramatic irony TG p. 706: notice and highlight the questions. Saked by the Shepherd. Annotate: Mark vocabulary and those involved react as they do Annotate: Mark vocabulary and have read and have it within selection to what you already know and have read and have it may be the spendic of the process of the		UNIT 6 Whole-Class Le	arning	GRADE 10		Blir	ndness and Sight	
Oedipus the King Part II: Tig. 7.03: notice words related to humility. Tig. 7.05: Analyze the Text Tig. 7.05: Analyze Tig. 7.05		Making Mea	ning		Language De	velopment	Effective I	Expression
Part II: TG p. 703: notice words related to humility. TG p. 705: Analyze dramatic irony TG p. 706: notice and highlight the questions. Saked by the Shepherd. Annotate: Mark vocabulary and those involved react as they do Annotate: Mark vocabulary and have read and have it within selection to what you already know and have read and have it may be the spendic of the process of the				Days 9-13				
TG p. 702-727 First Read Notice: Whom the story is about, what happens, where and when it happens, and why those involved areact as they do Annotate: Mark Connect: idea and highlight the questions asked by the Shepherd. TG p. 712: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 715: notice and highlight the questions asked by the Shepherd. TG p. 716: Analyzing theme TG p. 716: Analyzing the places that Cognetic to what you already know and have read Complete Gomplete Gomplete Summary of the selection of the summary of the selection of the provided of the prov	Oedipus the King		=	Analyze Craft and	Concept	_	_	
TG p. 705: Analyze conclusions Analyze dramatic irony TG p. 705: notice and highlight the questions. Where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key possages to revisit Connect: ideas within selection to what you already know and have read at Mark and by the Comprehension Comprehension Comprehension Comprehension Check and by selection by selection by writing a brief summary of the selection Narrative TG p. 705: Analyze dramatic irony Analyze Marke a judgement Tragedy Tragedy Tragedy Tragic hero Frotagonist Hamratia TG p. 712: Analyzing theme TG p. 712: Analyzing theme TG p. 712: Analyzing theme TG p. 712: Analyzing mages TG p. 713: Analyzing mages TG p. 715: notice and highlight the places that Odelpus addresses. Odelpus addresses. Odelpus addresses. Odelpus addresses. Odelpus addresses. TG p. 716: Analyzing a dynamic character TG p. 720: Analyzing a Odelpus addresses. Odelpus addresses	Part II:	1 · · · · · · · · · · · · · · · · · · ·	TG p. 722		<u>-</u>	· ·	•	•
Notice: Whom the story is about, where and when it happens, and why those involved react as they do Annotate: Mark an Annotate: Mark and those involved react as they do Annotate: Mark and those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: idea of September 16 p. 715: notice and highlight the places that Connect: idea of Connect: idea	TG p. 702-727	related to humility.	□ Draw	•	<u>-</u>	Rhetorical	Dialogue	TG p. 727
story is about, what happens, what happens, and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read as they do Comprehension check and by writing a brief summary of the selection to expendence of the selection of the	First Read	TG p. 705: Analyze	conclusions	Elements of	TG p. 724	Devices:		Critique
what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: idea within selection to what you already know and have read and happens, and highlight the places that Connect idea of the places within selection to what you already read and happens a	Notice: Whom the	dramatic irony	☐ Analyze	Greek Tragedy	Words relate to			
where and when it happens, and why those involved in those involved react as they do Annotate: Mark those involved react as they do Annotate: Park those react as they do Antagonist Prophecy Oracle Inexorable Connotation and Denotation Denotation Connotation and Denotation Annotate: Park those react as they do Antagonist Prophecy Oracle Inexorable Connotation and Denotation Prophecy Oracle Inexorable Connotation and Denotation Prophecy Oracle Inexorable Connotation and Denotation Denotation Prophecy Oracle Inexorable Connotation and Denotation Prophecy Oracle Inexorable Connotation and Denotation Prophecy Oracle Inexorable Connotation and Denotation Prophecy O	story is about,	TG p. 706: notice and	☐ Make a		predicting and	Anaphora		
happens, and why those involved thos	what happens,		judgement	_ ,	experiencing the			
those involved react as they do Annotate: Mark Anno	where and when it	TG p. 709: Analyzing images	Answer the	Tragic hero	future			
react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read TG p. 712: Analyzing images TG p. 717: Analyzing a dynamic character TG p. 720: Analyzing Hamartia or Tragic Flaw Complete Complete Complete Comprehension check and by writing a brief summary of the selection Performance Task: Writing Focus Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Antagonist Dradic irony Inches Inexorable Oracle Inexorable Inexorable Oracle Inexorable Inexorable Oracle Inexo	happens, and why	1 .	Essential					
Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read TG p. 715: Analyzing images TG p. 717: Analyzing a dynamic character read TG p. 720: Analyzing a dynamic and benefits a few part of the selection of the	those involved	highlight the questions	Question	Hamartia	Prophecy			
vocabulary and key passages to revisit Connect: Ideas Within selection to what you already know and have read TG p. 715: Analyzing images TG p. 717: Analyzing a dynamic character TG p. 720: Analyzing Hamartia or Tragic Flaw P-10.L.VAU.4.c, 9-10.L.VAU.5.b P-10.L.VAU.5.b P-10.W.RBPK.9 Performance Task: Writing Focus TG p. 728-731 Write a Nonfiction Narrative TG p. 728-2.2. Analyzing and by writing a brief selection Standards: 9-10.W.TTP.3. and you will be selected by the selection Standards: 9-10.W.TTP.3. 9-10.W.TTP.1. 9-10.W.RBPK.9 Performance Task: Writing Focus Days 14-15 Standards: 9-10.W.TTP.3. and you will be selected by the selection Standards: 9-10.W.TTP.3. and you will be selected by the selection Standards: 9-10.W.TTP.3. and you will be selected by the selection Standards: 9-10.W.RBPK.9 9-10.W.RBPK.9 Performance Task: Writing Focus Days 14-15 Standards: 9-10.W.TTP.3.a -e, 9-10.W.PDW.4, 9-10.W.CSE.1.b, 9-10.W.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.CSE	react as they do	asked by the Shepherd.		Antagonist	Oracle			
passages to revisit Connect: Ideas within selection to what you already know and have read dynamic character TG p. 716: Analyzing a dynamic character TG p. 720: Analyzing Hamartia or Tragic Complete Comprehension check and by writing a brief selection Performance Task: Writing Focus TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Connotation and Denotation Connotation and Denotation Connotation and Denotation Denotation Ponotation Connotation and Denotation Denotation Ponotation Pono	Annotate: Mark			Dramatic irony	Inexorable			
Connect: Ideas within selection to what you already know and have read (Connection of the property of the selection of the se	vocabulary and key	•						
within selection to what you already know and have read dynamic character TG p. 717: Analyzing a dynamic character TG p. 720: Analyzing Hamartia or Tragic Flaw Comprehension check and by writing a brief selection Performance Task: Writing Focus TG p. 720: Analyzing Hamartia or Tragic Flaw Performance Task: Writing Focus Denotation	passages to revisit	·						
what you already know and have read dynamic character TG p. 717: Analyzing a dynamic character TG p. 720: Analyzing Hamartia or Tragic Complete Comprehension check and by 9-10.RL.KID.2, 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.L.VAU.4.c, 9-10.L.VAU.5. 9-10.L.VAU.5. 9-10.L.VAU.5. 9-10.L.VAU.5 9-10.L.VAU.5. 9-10.L.VAU.5 9-10.L.VAU.5. 9-10.L.VAU.5 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.3 9-10.RL.KID.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.RL.KID.5 9-10.R.V.AU.5 9-10.R.V.AU	Connect: Ideas	· ·			Connotation and			
know and have read	within selection to				Denotation			
read TG p. 720: Analyzing Hamartia or Tragic Flaw Comprehension check and by 9-10.RL.KID.2, writing a brief selection Performance Task: Writing Focus TG p. 728-731 Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.L.CSE.1.b, 9-10.W.CSE.2.c, 9-10.L.CSE.2.c, 9-10.L.CSE.2.c	what you already							
Respond: Complete Comprehension check and by writing a brief summary of the selection Performance Task: Writing Focus Performance Task: Writing Focus TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? ### Amartia or Tragic Flaw	know and have	1 -						
Complete Comprehension check and by writing a brief summary of the selection Performance Task: Writing Focus Performance Task: Writing Focus TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? P-10.RL.KID.2, 9-10.RL.KID.3, 9-10.L.VAU.4.c, 9-10.L.VAU.5, 9-10.L.VAU.5, 9-10.L.VAU.5, 9-10.L.VAU.5, 9-10.L.VAU.5, 9-10.L.VAU.5 Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	read							
Comprehension check and by writing a brief summary of the selection Performance Task: Writing Focus Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? 9-10.RL.KID.2, 9-10.RL.KID.3, 9-10.RL.CS.5, 9-10.L.VAU.5, 9-10.L.VAU.5 9-10.RL.CS.5, 9-10.L.VAU.5 9-10.RL.CS.5, 9-10.R.CS.5, 9-10.R.C	Respond:	Hamartia or Tragic						
check and by writing a brief summary of the selection 9-10.RL.KID.2, 9-10.RL.KID.3 9-10.RL.CS.5 9-10.L.VAU.5, 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.W.RBPK.9	Complete	Flaw						
writing a brief summary of the selection 9-10.L.VAU.5, 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.L.VAU.5 9-10.W.RBPK.9 9-10.W.CSE.2.a, 9-10.L.CSE.2.b, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	Comprehension							
Performance Task: Writing Focus Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? 9-10.L.VAU.5.b 9-10.W.RBPK.9	check and by	9-10.RL.KID.2,		9-10.RL.CS.5	9-10.L.VAU.4.c,	9-10.RL.CS.5,	9-10.W.TTP.3,	9-10.RL.IKI.7,
Performance Task: Writing Focus Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? 9-10.W.RBPK.9 9-10.W.RBPK.9 9-10.W.RBPK.9 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	writing a brief	9-10.RL.KID.3				9-10.L.VAU.5	· · · · · · · · · · · · · · · · · · ·	· ·
Performance Task: Writing Focus Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.U.CSE.1.b, 9-10.U.CSE.2, 9-10.U.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	summary of the				9-10.L.VAU.5.b		9-10.W.RBPK.9	· · · · · · · · · · · · · · · · · · ·
Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Days 14-15 Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	selection							9-10.W.RBPK.9
Days 14-15 TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Days 14-15 Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	Performance Task: \	Writing Focus						
TG p. 728-731 Write a Nonfiction Narrative Prompt: Can we see ourselves as clearly as others see us? Standards: 9-10.W.TTP.3.a-e, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	. Criorinance rask.	in the second se		Davs 14-15				
Write a Nonfiction Narrative 9-10.W.PDW.5, 9-10.W.RBPK.9, 9-10.L.CSE.1.b, 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	TG p. 728-731			20,021.20		Standards: 9-10	.W.TTP.3.a-e. 9-10 W	PDW.4.
Prompt: Can we see ourselves as clearly as others see us? 9-10.L.CSE.2, 9-10.L.CSE.2.a, 9-10.L.CSE.2.c, 9-10.L.VAU.4.c	-	\cdot					·	•
							·	•
	•	•				9-10.L.VAU.5		





UNIT 6 Small-Group	Learning	GRADI	E 10	Blindness	and Sight		
		Introduction	Day 16				
Letter: View From the Empire State Building by Helen Keller Poetry Collection: Blind Fatima Naoot, translated by Kees Nijland The Blind Seer of Ambon by W. S. Merwin On His Blindness by Jorge Luis Borges, translated by Robert Mezey Short Story: The Country of the Blind by H. G. Wells Memoir: The Neglected Senses from For the Benefit of Those Who See by Rosemary Mahoney	Performance-Based Assessment Task Present an Oral Retelling Prompt: Can one have sight but no vision, or vision but no sight? 9-10.SL.PKI.4, 9-10.SL.PKI.4.b, 9-10.SL.PKI.5	Small-Group Learning Strategies:	Essential Question What does it mean to see?	 authors introduce and of themes. 9-10.RL.KID.2 Expand knowledge and concept vocabulary 9-1 Write a narrative in whexperience or event using well-chosen details, and sequences. 9-10.W.TTP Conduct research project explore a topic and clarect 10.W.RBPK.8.7 Correctly use varied serinterest to writing and contents of the contents of the	o.RL.CS.4, 9-10.RI.CS.4 ich you convey an ng effective techniques, d well-structured v.3 cts of various lengths to ify meaning. 9- ntence structures to add presentations. 9-10.L.CSE.1 eam to build on the ideas of		
	Standards Covered						
Reading Literary Text 9-10.RL.KID.2, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.RL.IKI.9	Reading Informational Text 9-10.RI.CS.4, 9-10.RI.IKI.9	Speaking & Listening 9-10.SL.CC.1, 9-10.SL.CC.1.a, 9-10.SL.CC.2, 9-10.SL.CC.3, 9-10.SL.PKI.4, 9-10.SL.PKI.4.a	Language 9-10.L.CSE.1, 1.b, 9-10.L.VAU.4, 9-10.L.VAU.4.a-d, 9-10.L.VAU.5, 5.a	Writing 9-10.W.TTP.3, 9-10.W.PDW.4, 9-10.W.PDW.5, 9-10.W.PDW.6, 9-10.W.RBPK.7	NOTES:		





UNIT 6 Small-0	Group Learning		GRADI	10	В	lindness and Sight
		Making Meaning			Language Development	Effective Expression
			Days 17-	18		
View from the	Close Read	Analyze the Text	Analyze Craft and	Concept	Conventions	Research Project
Empire State	TG p. 739: Identify	TG p. 742	Structure	Vocabulary and	TG p. 744	TG p. 745
Building	imagery	Review and	TG p. 743	Word Study	Types of phrases	
TG p. 738-745		Clarify	Author's Choices:	TG p. 742		Group
First Read]	Present and		Words describe	Prepositional phrase	Presentation
Notice: the general		Discuss	Word Choice	superlative power	Adverbial phrase	
ideas of the text.		☐ Answer the	Figurative language			Photo essay
What is it about?		Essential	Metaphor	Unconquerable		
Who is involved?		Question	Simile	Dominating		Radio interview
Annotate: Mark			Hyperbole	Indomitable		
vocabulary and key			Personification			
passages to revisit						
Connect: Ideas						
within selection to				Latin Root: -dom-		
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check by writing a						
brief summary of						
the selection						
	9-10.RI.CS.4	9-10.RI.KID.1,	9-10.RI.CS.4,	9-10.L.VAU.4,	9-10.L.CSE.1,	9-10.SL.CC.2, 9-10.W.PDW.6,
		9-10.SL.PKI.4	9-10.L.VAU.5, 9-10.L.VAU.5.a	9-10.L.VAU.4.b	9-10.L.CSE.1.b	9-10.W.RBPK.7





UNIT 6 Small-G	roup Learning		GRAD	E 10	В	lindness and Sight
		Making Meaning			Language	Effective Expression
					Development	
			Days 19			
Blind	Close Read	Analyze the Text	Concept	Analyze Craft and	Author's Style	Speaking and Listening
The Blind Seer of	TG p. 752: Analyze	TG p. 754	Vocabulary and	Structure	TG p. 756	TG p. 757
Ambron	Author's purpose	Review and	Word Study	TG p. 755:	Word Choice and	Oral Presentation
On His Blindness:		Clarify	TG p. 754	Figurative	Meaning	
TG p. 746-757		Present and	Words that	Language		Recitation
First Read		Discuss	describe the		Imagery	Paraphrase
Notice: who or		□ Answer	spectrum of life:	Analogy	Sensory details	Round-table
what is "speaking"		essential		Theme	Juxtaposition	discussion
the poem and		question	Transcend		Oxymoron	
whether the poem			Luminous			
tells a story or			Elemental			
describes a single						
moment.			Latin Root: -lum-			
Annotate: Mark						
vocabulary and key						
passages to revisit						
Connect: Ideas						
within selection to						
what you already						
know and have						
read						
Respond:						
Complete						
Comprehension						
check						
		9-10.RL.KID.1,	9-10.L.VAU.4,	9-10.RL.KID.2,	9-10.RL.KID.2.	9-10.SL.CC.1, 9-10.SL.CC.3,
		9-10.SL.PKI.4	9-10.L.VAU.4.b	9-10.RL.CS.4, 9-10.L.VAU.5, 9-10.L.VAU.5.a	9-10.RL.CS.4, 9-10.L.VAU.5, 9-10.L.VAU.5.a	9-10.SL.PKI.4





UNIT 6 Small-G	iroup Learning		GRAD	E 10	В	Blindness and Sight
		Making Meaning			Language Development	Effective Expression
			Days 21	1-23		
The Country of the Blind TG p. 758-785 First Read Notice: Who the story is about, what happens, where and when it happens, and why those involved react as they do Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check	Close Read TG p. 759: Analyze setting TG p. 760: Analyze motivation TG p. 762: Interpret sound devices TG p. 764: Interpret figurative language TG p. 766: Analyze narration TG p. 769: Analyze irony TG p. 770: Analyze foreshadowing TG p. 773: Analyze rising action TG p. 774: Analyze conflict TG p. 777: Identify Parallelism TG p. 778: Analyze dialogue TG p. 780: Interpret imagery	Analyze the Text TG p. 782 Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 782 Words that describe confusion: Incoherent Perplexity Delusions Latin Root: - Iudere-	Analyze Craft and Structure TG p. 783: Narrative Structure Plot Conflict Exposition Rising action Climax Falling action Resolution	Author's Style TG p. 784 Narrative Pacing Pace Mood	Writing to Sources TG p. 785 Response Response to the story Retelling Character description Dialogue
	9-10.RL.KID.3, 9-10.RL.CS.4, 9-10.RL.CS.5, 9-10.L.CSE.1.a	9-10.RL.KID.1, 9-10.SL.CC.1, 9-10.SL.PKI.4	9-10.L.VAU.4.b, 9-10.L.VAU.4.c	9-10.RL.CS.5	9-10.RL.CS.5	9-10.SL.CC.1.a, 9-10.W.TTP.3





UNIT 6 Small-G	Group Learning		GRAI	DE 10		Blindness and Sight
		Making Meaning			Language Development	Effective Expression
			Days 2	4-25		
The Neglected Senses TG p. 786-801 First Read Notice: the general ideas of the text. What is it about? Who is involved? Annotate: Mark vocabulary and key passages to revisit Connect: Ideas within selection to what you already know and have read Respond: Complete Comprehension check and write a brief summary of the selection	Close Read TG p. 788: Analyzing description TG p. 784: Identifying tone TG p. 791: Understanding imagery TG p. 793: Understanding point of view	Analyze the Text TG p. 798 Review and Clarify Present and Discuss Answer essential question	Concept Vocabulary and Word Study TG p. 798 Words related to the idea of movement or traveling through an environment: Traversed Navigating Periphery Latin Root: -vers-, -vert-	Analyze Craft and Structure TG p. 799: Development of Ideas	Conventions TG p. 800 Types of phrases Prepositional phrase Adjectival phrase	Speaking and Listening TG p. 801 Oral Presentation 9-10.SL.CC.1, 9-10.SL.PKI.4.a,
	9-10.RI.CS.6	9-10.SL.CC.1, 9-10.SL.PKI.4			9-10.L.CSE.1.b	9-10.SL.PKI.6
Small-Group Learnin	ng Performance Task: Sp	eaking and Listening				
			Day	26	T	
TG p. 802-803 Present an Oral Rete Prompt: Can one hav	lling ve sight but no vision, or	vision but no sight?			Standards: 9-10.SL.P	KI.4, 9-10.SL.PKI.4.b, 9-10.SL.PKI.5





UNIT 6 Independent Learning	GRADE 10	Blindness and Sight
	Days 27-28	
TG p. 804-805, 806A-806F, 806-809		Standards: 9-10.RL.IKI.9, 9-10.RI.IKI.9
Select and read a story from selections available online		
 from Blindness by José Saramago, translated by Giovanni Po 	ontiero	
Dr. Geoffrey Tabin Helps Blind Ethiopians Gain Sight ABC N	lews	
How Your Eyes Trick Your Mind by Melissa Hogenboom		
Blind, Yet Seeing: The Brain's Subconscious Visual Sense by	Benedict Carey	
Experience: I First Saw My Wife Ten Years After We Married	d by Shandar Herian	
Visual Neuroscience: Look and Learn by Apoorva Mandavill	i	

End-of-Unit Performance-Based Assessment					
Days 29-30					
TG p. 810-813 Writing to Sources: Nonfiction Narrative Prompt: Is there a difference between seeing and knowing? Speaking and Listening Outcome: Storytelling	Standards: 9-10.W.TTP.3.a-e, 9-10.W.RBPK.9, 9-10.SL.CC.1, 9-10.SL.CC.1.a, 9-10.SL.PKI.5, 9-10.SL.PKI.6				

