

Grade 10 Curriculum Map 2015
[Grade 10 Resource Page](#)-links, supplemental materials, etc.

	Unit 1	Unit 2	Unit 3	Unit 4
Title	Analyzing the Human Experience LITERARY ANALYSIS	Becoming a Close Reader/Writing to Learn: Stories of Ourselves NARRATIVE	Researching to Build Knowledge and Gain Insight RESEARCH	Examining Rhetorical Appeal and Technique ARGUMENT ANALYSIS
End of Unit Performance Task(s)	<p>Honors: Using <i>Great Expectations</i> or <i>Oliver Twist</i> by Charles Dickens and an independent read of the novel, <i>The Kite Runner</i> by Khaled Hosseini: Write an analytical essay that examines how each author's use of literary devices aids in expressing the human experience.</p> <p>Regents: Using the novel <i>The Kite Runner</i>, write an analytical essay that examines how the author's use of literary devices aids in expressing the human experience.</p> <p>Supportive Texts: Charles Dickens (see resource link) <i>The Kite Runner</i> “Afghan Boys Are Prized, So Girls Live the Part” by Jenny Nordberg* “A Look at America’s New Hope: The Afghan Tribes” by Ruhullah Khapalwak * Short Story “The Lottery” by Shirley Jackson* (HMH Collection) Poetry “We Grow Accustomed to the Dark” by Emily Dickinson * (HMH Collection) “Before I Got My Eye Put Out” Emily Dickinson* (HMH Collection)</p> <p>(*supplemental) HMH-Houghton Mifflin Harcourt (Consult resource link for additional supportive texts/resources throughout the units)</p>	<p>Honors: Using <i>Their Eyes Were Watching God</i> by Zora Neale Hurston or <i>Things Fall Apart</i> by Chinua Achebe, write an insightful autobiographical / biographical narrative that expresses how an individual changed as a result of cultural and social influences.</p> <p>Regents: Using the memoir <i>Night</i> by Elie Wiesel and “The Secret Room” by Corrie ten Boom, write a personal narrative that illustrates a struggle or difficult experience, and demonstrates an understanding of narrative techniques.</p> <p>Supportive Texts: <i>Their Eyes Were Watching God</i> by Zora Neale Hurston <i>Things Fall Apart</i> by Chinua Achebe “The Second Coming” by William Butler Yeats <i>Night</i> and "Hope, Despair, and Memory" by Elie Wiesel Excerpt The Secret Room” by Corrie ten Boom Independent Reading Student choice independent reading: <i>Life of Pi</i> by Yann Martel Short Story “Initiation” by Sylvia Plath (supplemental) Poetry “The Trouble With Poetry” by Billy Collins (HMH Collection) Supportive Films: (10R) <i>One Survivor Remembers</i> Gerda Weissmann Klein* <i>Hotel Rwanda</i> (10H)* *supplemental</p>	<p>Honors: After reading <i>Frankenstein</i> by Mary Shelley or <i>The Strange Case of Dr. Jekyll and Mr. Hyde</i> by Robert Louis Stevenson, students will write a well-constructed argumentative research paper evaluating ethical issues on a teacher or student-selected topic. Students must use at least 5 credible outside sources, refute the counterargument and adhere to MLA guidelines. The content of the paper should adhere to the minimum and maximum page requirements set by the teacher (not including the Works Cited Page). Note: Teachers may elect to have students bring in non-fiction articles on bioethics to complement <i>Frankenstein</i>.</p> <p>Regents: After reading <i>Twelve Angry Men</i> and “Letter From A Birmingham Jail” by Dr. Martin Luther King Jr., students will write a well-constructed argumentative research paper on the nature of justice. Students must use at least 5 credible outside sources, refute the counterargument and adhere to MLA guidelines. The content of the paper should adhere to the minimum and maximum page requirements set by the teacher (not including the Works Cited Page).</p> <p>Supportive Texts: <i>Frankenstein</i> by Mary Shelley <i>Jekyll and Hyde</i> by Robert L. Stevenson “Letter From A Birmingham Jail” by Dr. Martin Luther King</p>	<p>Honors/Regents: After analyzing elements of rhetoric in Antony’s and Brutus’s speeches in William Shakespeare’s <i>Julius Caesar</i>, in “Letter From Birmingham Jail” by Dr. Martin Luther King Jr. (Honors only), and in teacher selected speeches, students will either compose a piece that analyzes an author’s use of rhetorical devices and strategies to convey a message or construct an original speech that incorporates rhetorical devices and strategies studied within the unit.</p> <p>Supportive Texts: <i>Julius Caesar</i> by William Shakespeare <i>Macbeth</i> by William Shakespeare <i>Antigone</i> by Socrates Short Story “The Macbeth Murder Mystery” by James Thurber (HMH Collection) Speeches “Abraham Lincoln’s Second Inaugural Address” by Abraham Lincoln “You’re Not Special” by David McCullough Jr. “Women's Rights Are Human Rights” by Hillary Clinton (Consult resource link for other speeches)</p>

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<p>Essential Questions/</p> <p>Essential Understandings</p>	<p>EQ1: How does literature reflect the human experience?</p> <p>EU1: Students will examine how an author conveys a powerful experience through his or her writing.</p> <p>EU2. Students will analyze how a writer's use of literary devices aids in crafting a piece of literature/writing.</p> <p>EU3. Students will learn to use context clues to understand language and draw meaning by evaluating difficult text.</p>	<p>EQ1: How does one's social and cultural environment influence or shape one's identity?</p> <p>EU1: Students will understand how a person's struggle will impact the evolution of the self.</p> <p>EU2. Students will examine the different language styles and text structures that writers use to communicate abstract and intangible ideas and beliefs.</p>	<p>EQ1: What are the ethical implications of our decisions?</p> <p>EQ2: How does an author structure ideas to develop a point or defend a position?</p> <p>EU1: Revenge and justice are not synonymous.</p> <p>EU2: Students will further examine the different language styles and text structures writers use to communicate abstract and intangible ideas and beliefs.</p> <p>EU3: Students will evaluate the validity of an argument through the credibility of a writer's point of view.</p> <p>EU4: Students will learn how to gather credible information, organize important ideas, and produce an argument.</p>	<p>EQ1: How does a speaker persuade his or her audience?</p> <p>EU1: Students will examine the various elements of a persuasive speech.</p> <p>EU2: Students will determine the appropriate audience and tone to deliver an effective speech.</p> <p>EU3: Students will examine different language styles and text structures to convey meaning.</p> <p>EU4: Students will analyze and implement understanding of rhetorical devices and literary techniques.</p>
<p>Texts (Required)</p>	<p>10 H&R <i>The Kite Runner</i>, Hosseini Great Expectations or Oliver Twist by Dickens</p>	<p>10H <i>Their Eyes Were Watching God</i> Hurston <i>Things Fall Apart</i>, Chinua Achebe</p> <p>10R <i>Night</i>, Weisel "Hope, Despair and Memory," Weisel "The Secret Room" excerpt from <i>The Hiding Place</i></p>	<p><i>Frankenstein</i> by Mary Shelley <i>Jekyll and Hyde</i> by Stevenson "Letter From Birmingham Jail," King</p>	<p><i>Julius Caesar</i> by William Shakespeare <i>Macbeth</i> by William Shakespeare <i>Antigone</i> by Socrates "Letter From A Birmingham Jail" "Second Inaugural Address" by Abraham Lincoln "You're Not Special" by David McCullough Jr. "Women's Rights Are Human Rights" by Hillary Clinton</p>
<p>Increasing Text Complexity (Lexile Bands)</p>	<p><i>Kite Runner</i> 1130 Great Expectations by Charles Dickens 1230 Oliver Twist by Charles Dickens 1000</p>	<p><i>Night</i> 760 "Hope, Despair and Memory" 930 "The Secret Room" from <i>The Hiding Place</i> by Corrie ten Boom 900 <i>Their Eyes Were Watching God</i> by Hurston 1080 <i>Things Fall Apart</i> 890</p>	<p><i>Frankenstein</i> by Mary Shelley <i>Jekyll and Hyde</i> "Letter From Birmingham Jail" 1380;</p>	<p><i>Macbeth</i> 960-1320 "Abraham Lincoln's Second Inaugural Address" 1240 "Women's Rights Are Human Rights" by Hillary Clinton 1180</p>

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Content Connections (SS, Science, Math, World Lang, Art, Music, Other)	History (Women’s Rights, WWI, Afghan History and Culture, Middle Eastern Struggle) Teacher selected pieces from Newsela	History (Segregation/Race Relations, Colonization/Western Expansion, Holocaust) World Language (<i>Night</i> -translation), Media (Holocaust Film) Teacher selected pieces from Newsela	History (Civil Rights Movement), Sociology (Ethics) Teacher selected pieces from Newsela	History (Civil War) Teacher selected pieces from Newsela
Reading Standards Across Units	RL.10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.			
Reading Standards Central to Unit	RL.10.3. Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. RL. 10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL.10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the US, drawing on a wide reading of world lit.	RI.10.3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.10.6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	RI.10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify the false statements and fallacious reasoning. RI.10.9 Analyze seminal U.S. documents of historical and literary significance	RI.10.3 Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. RI.10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meaning; analyzing the cumulative impact of specific word choices on meaning and tone.
Writing Standards Across Units	W.10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) W.10.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames for a range of tasks, purposes, and audiences.			

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[Grade 10 Resource Page](#)-links, supplemental materials, etc.

Writing Standards Central to Unit	<p>W.10.2.Writing informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen detail, and well-structured event sequence.</p>	<p>W.10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link other information and to display information flexibly and dynamically.</p> <p>W.10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>	<p>W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
Speaking/ Listening Standards Across Units	<p>SL.10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p> <p>SL.10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>			

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Speaking/ Listening Standards Central to Unit	N/A	SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerates or distorted evidence.	N/A	SL.10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerates or distorted evidence. SL.10.4. Presents information, findings, and supportive evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. SL.10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Language Standards Across Units	L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.10.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies.			
Language Standards Central to Unit	L10.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. (Parts of Speech) L.10.2 Demonstrate a command of the conventions of standard English capitalization, punctuation, and spelling when writing.(Types of sentences/use of punctuation) *Vocabulary Units from <i>Sadlier-Oxford Vocabulary Workshop Level E Common Core Edition</i> . Units can be found on vocabulary.com	L10.5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.	L10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L10.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	L10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. L10.5. Demonstrate an understanding of figurative language, word relationships, and nuances in word meaning.
Grammar	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website	Grammar embedded in language standards. Supplemental text-Sadlier Oxford. See district website