

PUBLIC SCHOOLS OF EDISON TOWNSHIP
OFFICE OF CURRICULUM AND INSTRUCTION



ENGLISH LANGUAGE ARTS

Length of Course:	Term
Elective/Required:	Required
Schools:	High School
Eligibility:	Grade 10
Credit Value:	5 Credits
Date Approved:	September 28, 2021

TABLE OF CONTENTS

TABLE OF CONTENTS

Instructional Materials List	3
Skill-Based Framework	9
Appendix A	12

Modifications will be made to accommodate IEP mandates for classified students.

Instructional Materials List: Grade 10

Boldfaced titles are suggested for honors students.

- For Academic/Level 2/ICR students: Teacher chooses 1-2 short non-fiction/fiction texts and one long text per marking period.
- For Accelerated/Level 1 students: Teacher chooses 2-3 short non-fiction/fiction texts and one long text per marking period.
- For Honors students: Teacher chooses 4-5 short non-fiction texts and one-two long texts per marking period.

Essential Questions			
MP1: The American Experience <ul style="list-style-type: none"> • What does it mean to be American? Who gets to define America? How has American literature taken shape? How is it reflective of society? • What are the various connotations for the word "America" or "American"? How do outside views of America and Americans shape us individually? As a culture? • How does the individual influence/impact/affect/contribute to American society? How does American society impact different individuals? 	MP2: The American Understanding of Equality <ul style="list-style-type: none"> • What role does diversity have in creating depth in the American identity? To what extent does diversity of perspectives and stories lend to a sense of American patriotism? • What voices and perspectives have been amplified and valued in American storytelling? What voices have been left out? • How can America acknowledge past atrocities and modern inequalities to work toward the American ideal? How can criticism and critique contribute to improving society? To what extent can criticism and critique be considered patriotic? • How can literature be a tool for political and cultural change? How has American writing contributed to this change or maintaining expectations of representation? 	MP3: The American Quest for Equality <ul style="list-style-type: none"> • How can literature be a tool for political and cultural change? How has American writing contributed to this change or maintaining expectations of representation? • How has rhetoric been used to fight for and prevent American equality over time? What is the impact of American rhetoric on perception and identity? • How have modern forms of media impacted perceptions of American Equality? 	MP4: The American Dream <ul style="list-style-type: none"> • What is the American Dream? How has it changed over time? How might it differ among various groups? • How can Americans continue to push for individual and/or collective progress? How does this influence the fulfillment of the American Dream? • How has power historically been distributed/experienced in America? How have groups worked to change this power distribution over time? How and to what extent are individuals passive/compliant in current economic and social structures of power? How can activism, civic engagement, and/or civil disobedience continue to transform American society?
Fiction <ul style="list-style-type: none"> • The Book of Unknown Americans, Cristina Henriquez • Benito Cereno, Herman Melville • The Catcher in the Rye, J.D. Salinger • The Crucible, Arthur Miller • Death of an Innocent, Jon Krakauer • Ethan Frome, Edith Wharton • Fences, August Wilson • The Four Winds, Kristin Hannah • The Grapes of Wrath, John Steinbeck • The Great Gatsby, F. Scott Fitzgerald • I Am Not Your Perfect Mexican Daughter, Erika Sánchez • The Nickel Boys, Colson Whitehead • Passing, Nella Larsen 	Long Texts <ul style="list-style-type: none"> • The Awakening, Kate Chopin • The Book of Unknown Americans, Cristina Henriquez • The Catcher in the Rye, J.D. Salinger • The Crucible, Arthur Miller • Death of an Innocent, Jon Krakauer • The Diaries of Adam and Eve, Mark Twain • Ethan Frome, Edith Wharton • Fences, August Wilson • The Four Winds, Kristin Hannah • The Grapes of Wrath, John Steinbeck • The Great Gatsby, F. Scott Fitzgerald • Huck Finn, Mark Twain • This New Jim Crow, Michelle Alexander (excerpts) • The Nickel Boys, Colson Whitehead • Passing, Nella Larsen 	Fiction <ul style="list-style-type: none"> • The Book of Unknown Americans, Cristina Henriquez • The Bread Givers, Anzia Yezierska • The Catcher in the Rye, J.D. Salinger • Death of an Innocent, Jon Krakauer • Ethan Frome, Edith Wharton • Fences, August Wilson • Huck Finn, Mark Twain • I Am Not Your Perfect Mexican Daughter, Erika Sánchez • The Nickel Boys, Colson Whitehead • Passing, Nella Larsen • The Reluctant Fundamentalist, Mohsin Hamid • The Scarlet Letter, Nathaniel Hawthorne • To Kill A Mockingbird, Harper Lee 	Fiction <ul style="list-style-type: none"> • The Book of Unknown Americans, Cristina Henriquez • The Bread Givers, Anzia Yezierska • The Catcher in the Rye, J.D. Salinger • Death of an Innocent, Jon Krakauer • Ethan Frome, Edith Wharton • Fences, August Wilson • Huck Finn, Mark Twain • I Am Not Your Perfect Mexican Daughter, Erika Sánchez • The Nickel Boys, Colson Whitehead • Passing, Nella Larsen • The Reluctant Fundamentalist, Mohsin Hamid • The Scarlet Letter, Nathaniel Hawthorne • To Kill A Mockingbird, Harper Lee

<p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>Between the World and Me</i>, Ta-Nehisi Coates • <i>Hidden Figures</i>, Margot Lee Shetterly • Into the Wild, Jon Krakauer • <i>I Know Why The Caged Bird Sings</i>, Maya Angelou (excerpts or full text) • <i>Just Mercy</i>, Bryan Stevenson (excerpts or full text) • <i>Notes of a Native Son</i>, James Baldwin (excerpts) • The Warmth of Other Suns, Isabel Wilkerson (excerpts) 	<p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>Between the World and Me</i>, Ta-Nehisi Coates • <i>Hidden Figures</i>, Margot Lee Shetterly • Into the Wild, Jon Krakauer • <i>I Know Why The Caged Bird Sings</i>, Maya Angelou (excerpts or full text) • <i>Just Mercy</i>, Bryan Stevenson (excerpts or full text) • <i>Notes of a Native Son</i>, James Baldwin (excerpts) • The Warmth of Other Suns, Isabel Wilkerson (excerpts) 	<p><u>Nonfiction</u></p> <ul style="list-style-type: none"> • <i>Between the World and Me</i>, Ta-Nehisi Coates • <i>Hidden Figures</i>, Margot Lee Shetterly • Into the Wild, Jon Krakauer • <i>I Know Why The Caged Bird Sings</i>, Maya Angelou (excerpts or full text) • <i>Just Mercy</i>, Bryan Stevenson (excerpts or full text) • <i>Notes of a Native Son</i>, James Baldwin (excerpts) • The Warmth of Other Suns, Isabel Wilkerson (excerpts)
<p><u>Essays:</u></p> <ul style="list-style-type: none"> • "How the Irish Became White" Art McDonald • <i>The Lucifer Effect: Understanding How Good People Turn Bad</i>, Phillip Zimbardo (excerpts) • "Poor Richard's Almanac," Benjamin Franklin • "Rewilding North America," Caroline Fraser • "Rugged Individualism," Mike Spinelli • "The Rules of Adventure," from <i>Deep Survival</i>, Laurence Gonzales • "Self-Reliance," Ralph Waldo Emerson 	<p><u>Short Nonfiction</u></p> <p><u>Essays:</u></p> <ul style="list-style-type: none"> • "Causes of Prejudice," Vincent N. Parrillo • "Civil Disobedience," Henry David Thoreau • "How the Irish Became White" Art McDonald • "I Want a Wife," Judy Brady • "Just Walk on By: Black Men and Public Space," Brent Staples • <i>The Lucifer Effect: Understanding How Good People Turn Bad</i>, Phillip Zimbardo (excerpts) • <i>The Souls of Black Folk</i>, W. E. B. Du Bois (excerpts) • "Straightening Our Hair," bell hooks • <i>Walden</i>, Henry David Thoreau (excerpts) 	<p><u>Essays:</u></p> <ul style="list-style-type: none"> • "Causes of Prejudice," Vincent N. Parrillo • "Civil Disobedience," Henry David Thoreau • "How the Irish Became White" Art McDonald • "I Want a Wife," Judy Brady • "Just Walk on By: Black Men and Public Space," Brent Staples • <i>The Lucifer Effect: Understanding How Good People Turn Bad</i>, Phillip Zimbardo (excerpts) • <i>The Souls of Black Folk</i>, W. E. B. Du Bois (excerpts) • "Straightening Our Hair," bell hooks • <i>Walden</i>, Henry David Thoreau (excerpts)
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<ul style="list-style-type: none"> The Declaration of Independence The General History of Virginia,” John Smith “Journal of the First Voyage to America,” Christopher Columbus The Iroquois Constitution Land Acknowledgement Lenape Nation Constitution Letters by enslaved peoples (from the Duke Library) “The Milgram Experiment,” Saul McLeod excerpt from “Notes on the State of Virginia”, Thomas Jefferson “Of Plimoth Plantation,” William Bradford <p><u>Articles:</u></p> <ul style="list-style-type: none"> “A Brief Historical Summary of the Lenape” Asian Americans used to be portrayed as the villains. How did they become a ‘model minority?’ “The Blocked Path” “Celebrating Juneteenth in Galveston,” Clint Smith “For Muslims In The US, There’s Before 9/11 And There’s After” “Life on Reservations” “Silence Breaking Woman,” Terese Marie Mailhot “Obama, Melville and the Tea Party,” Greg Grandin “The Year We Obsessed Over Identity,” Wesley Morris “Why I Wrote <i>The Crucible</i>,” Arthur Miller <p><u>Personal Narratives:</u></p> <ul style="list-style-type: none"> “Beauty When the Other Dancer Is Self,” Alice Walker “Bumping into Mr. Ravioli,” Adam Gopnik “How it Feels to Be Colored Me,” Zora Neale Hurston excerpt from “Hunger of Memory,” Richard Rodriguez excerpts from <i>Incidents in the Life of a Slave Girl: Free At Last: “The New Master and Mistress,”</i> Harriet Ann Jacobs excerpts from “My Bondage and My Freedom,” Frederick Douglass “Walking the Path Between Worlds,” Lori Arviso Alvord 	<ul style="list-style-type: none"> “Let My People Go,” Carlos Montezuma “March for Our Lives,” Emma Gonzalez “The Master’s Tools Will Never Dismantle the Master’s House,” Audre Lorde “Power Anywhere Where There’s People,” Fred Hampton “Remarks in Recognition of International Human Rights Day,” Hillary Clinton “The Second Inaugural Address,” Abraham Lincoln “We are All Bound up Together,” Frances Ellen Watkins Harper “We Would Rather Have Died,” Chief Standing Bear “Why Black Lives Matter,” Alicia Garza “Women are Key to Global Economy,” Hillary Clinton “The Women’s Liberation and the Gay Liberation Movements,” Huey P. Newton “Wrath of Grapes,” Cesar Chavez <p><u>Primary Sources:</u></p> <ul style="list-style-type: none"> “Appeal to the Christian Women of the South,” Angelina Grimké “Letter from Birmingham City Jail,” Martin Luther King, Jr. “The Milgram Experiment,” Saul McLeod <p><u>Articles:</u></p> <ul style="list-style-type: none"> “A Brief Historical Summary of the Lenape” Asian Americans used to be portrayed as the villains. How did they become a ‘model minority?’ “The Blocked Path” “Celebrating Juneteenth in Galveston,” Clint Smith “For Muslims In The US, There’s Before 9/11 And There’s After” “Life on Reservations” “Silence Breaking Woman,” Terese Marie Mailhot “Obama, Melville and the Tea Party,” Greg Grandin “The Year We Obsessed Over Identity,” Wesley Morris “Why I Wrote <i>The Crucible</i>,” Arthur Miller <p><u>Personal Narratives:</u></p> <ul style="list-style-type: none"> “Beauty When the Other Dancer Is Self,” Alice Walker “Bumping into Mr. Ravioli,” Adam Gopnik “How it Feels to Be Colored Me,” Zora Neale Hurston excerpt from “Hunger of Memory,” Richard Rodriguez excerpts from <i>Incidents in the Life of a Slave Girl: Free At Last: “The New Master and Mistress,”</i> Harriet Ann Jacobs excerpts from “My Bondage and My Freedom,” Frederick Douglass “Walking the Path Between Worlds,” Lori Arviso Alvord 	<ul style="list-style-type: none"> “The Women’s Liberation and the Gay Liberation Movements,” Huey P. Newton “Wrath of Grapes,” Cesar Chavez “Appeal to the Christian Women of the South,” Angelina Grimké “The Declaration of Independence” “Land Acknowledgement” “Letter from Birmingham City Jail,” Martin Luther King, Jr. <p><u>Articles:</u></p> <ul style="list-style-type: none"> “Asian Americans used to be portrayed as the villains. How did they become a ‘model minority?’” “The Blocked Path” “Celebrating Juneteenth in Galveston,” Clint Smith “Beet-in-Class,” Margaret Talbot “The Case for Working with Your Hands,” Matthew Crawford “The Cruel Key to Individual Prosperity: Choosing the Right Ancestors” Gregory Clark “How Much Does it Cost You in Wages if You Sound ‘Black?’,” Steven Levitt and Stephen Dubner “How South Asian Americans are Building a New American Dream” “How to Restore the American Dream,” Fareed Zakaria “Keeping the Dream Alive,” J. Meacham “Latinos are more likely to believe in the American dream, but most say it is hard to achieve” “The New Jim Crow,” Michelle Alexander “Silence Breaking Woman,” Terese Marie Mailhot “Super Duper,” Susan Orlean “The Withering of the Affluent Society,” Robert J. Samuelson “What Broke My Father’s Heart,” Katie Butler “Wealthy Teen Nearly Experiences Consequences,” The Onion <p><u>Personal Narratives:</u></p> <ul style="list-style-type: none"> “The Glory of Oprah,” Caitlin Flanagan “The Good Wife’s Guide,” from <i>Housekeeping Monthly</i> “How Muslims, Often Misunderstood, Are Thriving in America” “The New Jim Crow,” Michelle Alexander “This is Environmental Racism,” Washington Post “The Good Wife’s Guide,” from <i>Housekeeping Monthly</i> excerpt from “Hunger of Memory,” Richard Rodriguez
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	<ul style="list-style-type: none"> • "Silence Breaking Woman," Terese Marie Mailhot • "Why I Wrote 'The Yellow Wallpaper,'" Charlotte Perkins Gilman <p><u>Personal Narratives:</u></p> <ul style="list-style-type: none"> • "How It Feels to Be Colored Me," Zora Neale Hurston • <i>Incidents in the Life of a Slave Girl: Free At Last</i>, "The New Master and Mistress," Harriet Ann Jacobs (excerpts) • "Mother Tongue," Amy Tan • "My Bondage and My Freedom," Frederick Douglass (excerpts) • "Walking the Path Between Worlds," Lori Arviso Alvord 	<ul style="list-style-type: none"> • "How Muslims, Often Misunderstood, Are Thriving in America" • "The New Jim Crow," Michelle Alexander • "Silence Breaking Woman," Terese Marie Mailhot • "Obama, Melville and the Tea Party" Greg Grandin • "The Year We Obsessed Over Identity," Wesley Morris • "This Is Environmental Racism," Washington Post • "Why I Wrote 'The Yellow Wallpaper,'" Charlotte Perkins Gilman <p><u>Personal Narratives:</u></p> <ul style="list-style-type: none"> • "How It Feels to Be Colored Me," Zora Neale Hurston • <i>Incidents in the Life of a Slave Girl: Free At Last</i>, "The New Master and Mistress," Harriet Ann Jacobs (excerpts) • "Mother Tongue," Amy Tan • "My Bondage and My Freedom," Frederick Douglass (excerpts) • "Walking the Path Between Worlds," Lori Arviso Alvord 	<p><u>Short Stories:</u></p> <ul style="list-style-type: none"> • "A Jury of Her Peers," Susan Glaspell • "American History", Judith Ortiz Cofer • "Barbie-Q," Sandra Cisneros • "The Blues I'm Playing", Langston Hughes • "Borders," Thomas King • "Everyday Use," Alice Walker • "The Girl With the Blackened Eye," Joyce Carol Oates • "Go Carolina," David Sedaris • <i>Inherit the Wind</i>, Jerome Lawrence and Robert E. Lee • "The Jilting of Granny Weatherall," KA Porter • "The Paper Menagerie," Ken Liu • "The Raft," Peter Orner • "The Revolt of Mother," Mary Wilkins Freeman • "Roman Fever," Edith Wharton • "Scottsboro Ltd: A One Act Play," Langston Hughes • "Squares," Louise Erdrich • "The Story of an Hour," Kate Chopin <p><u>Short Stories:</u></p> <ul style="list-style-type: none"> • "A Summer Tragedy," Anna Bontemps • "A Wagner Matinee," Willa Cather • "A Worm Path," Eudora Welty • "April Showers," Edith Wharton • "Barbie-Q," Sandra Cisneros • "Borders," Thomas King • "Everyday Use," Alice Walker • Excerpt Chapter 40 of <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe • "The Girl With the Blackened Eye," Joyce Carol Oates • "Go Carolina," David Sedaris • <i>Inherit the Wind</i>, Jerome Lawrence and Robert E. Lee • "The Jilting of Granny Weatherall," KA Porter • "The Lowest Animal," Mark Twain • "The Revolt of Mother," Mary Wilkins Freeman • "Roman Fever," Edith Wharton • "Scottsboro Ltd: A One Act Play," Langston Hughes • "Squares," Louise Erdrich • "The Third and Final Continent," Jhumpa Lahiri
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English LA Grade 10

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<ul style="list-style-type: none"> • excerpt From <i>Moby Dick</i>, Herman Melville • "The Paper Menagerie," Ken Liu • "Paul's Case," Willa Cather • "The Raff," Peter Orner • "Scottsboro Ltd: A One Act Play," Langston Hughes • "Snares," Louise Erdrich • "To Build A Fire," Jack London • "The Third and Final Continent," Jhumpa Lahiri • Chapter 40 of <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe • "When Mr. Pirzada Came to Dine," Jhumpa Lahiri • "Young Goodman Brown," Nathaniel Hawthorne 	<ul style="list-style-type: none"> • "Sweat," Zora Neale Hurston • Chapter 40 of <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe • "Where Are You Going? Where Have You Been?" Joyce Carol Oates • "The Yellow Wallpaper," Charlotte Perkins Gilman <p>Poetry:</p> <ul style="list-style-type: none"> • "Accents," Denice Frohman • "America," Claude McKay • "America, I Sing Back," Allison Adelle Hedge Coke • "Coal," Audre Lorde • "Counting Descent," Clint Smith • "Curriculum Vitae," Lisel Mueller • "e cummings Poetry • Ralph Waldo Emerson Poetry • Emily Dickinson Poetry • "The Hill We Climb," Amanda Gorman • "Home" Warshan Shire • "I, Too," Langston Hughes • "If We Must Die," Claude McKay • "Indian Boarding School: The Runaways," Louise Erdrich • "Let America be America Again," Langston Hughes • "The Hill We Climb," Amanda Gorman • "Home" Warshan Shire • "I, Too," Langston Hughes • "If We Must Die," Claude McKay • "Indian Boarding School: The Runaways," Louise Erdrich • "Let America be America Again," Langston Hughes • "The Mentality of the Mob," Anonymous • "One Last Word," Nikki Grimes • "The Song of the Smoke," W. E. B. Du Bois • Henry David Thoreau Poetry • "Trudell," Alex Jacobs • Henry Wadsworth Longfellow Poetry • "We Would Like You to Know," Ana Castillo • Walt Whitman Poetry 	<ul style="list-style-type: none"> • "Snares," Louise Erdrich • "The Story of an Hour," Kate Chopin • "Sweat," Zora Neale Hurston • Chapter 40 of <i>Uncle Tom's Cabin</i>, Harriet Beecher Stowe • "Where Are You Going? Where Have You Been?", Joyce Carol Oates • "The Yellow Wallpaper," Charlotte Perkins Gilman <p>Poetry:</p> <ul style="list-style-type: none"> • "Accents," Denice Frohman • "America," Claude McKay • "America, I Sing Back," Allison Adelle Hedge Coke • "Coal," Audre Lorde • "Counting Descent," Clint Smith • "Curriculum Vitae," Lisel Mueller • "e cummings Poetry • Ralph Waldo Emerson Poetry • Emily Dickinson Poetry • "The Hill We Climb," Amanda Gorman • "Home" Warshan Shire • "I, Too," Langston Hughes • "If We Must Die," Claude McKay • "Indian Boarding School: The Runaways," Louise Erdrich • "Let America be America Again," Langston Hughes • "The Hill We Climb," Amanda Gorman • "Home" Warshan Shire • "I, Too," Langston Hughes • "If We Must Die," Claude McKay • "Indian Boarding School: The Runaways," Louise Erdrich • "Let America be America Again," Langston Hughes • "The Mentality of the Mob," Anonymous • "One Last Word," Nikki Grimes • "The Song of the Smoke," W. E. B. Du Bois • Henry David Thoreau Poetry • "Trudell," Alex Jacobs • Henry Wadsworth Longfellow Poetry • "We Would Like You to Know," Ana Castillo • Walt Whitman Poetry
<p>Videos/TED Talks:</p> <ul style="list-style-type: none"> • "5 Things You Should Know About Racism," • "5 Things You Should Know About Racism," 	<p>Videos/TED Talks:</p> <ul style="list-style-type: none"> • "5 Things You Should Know About Racism," • "5 Things You Should Know About Racism," 	<p>Media & Documentaries</p> <ul style="list-style-type: none"> • Videos/TED Talks: • "5 Things You Should Know About Racism," • "5 Things You Should Know About Racism,"

<p><u>Decoded</u></p> <ul style="list-style-type: none"> “Adam Ruins Everything: How America Created the ‘Model Minority’ Myth” “The Danger of a Single Story”, Chimanda Ngozi Adiche <p><u>Documentaries:</u></p> <ul style="list-style-type: none"> • 13th, Ava DuVernay 	<p><u>Decoded</u></p> <ul style="list-style-type: none"> “Adam Ruins Everything: How America Created the ‘Model Minority’ Myth” “We Need to Talk About an Injustice,” Bryan Stevenson <p><u>Documentaries:</u></p> <ul style="list-style-type: none"> • 13th, Ava DuVernay • Miss Representation, Jennifer Siebel Newsom • Tough Guise: Violence, Media & The Crisis of Masculinity - Jackson Katz <p><u>Collections</u></p> <p>Grade 10 Book (Level 2):</p> <ul style="list-style-type: none"> Collection 1: Ourselves and Others Collection 2: The Natural World Collection 4: How We See Things Collection 6: Hard-Won Liberty <p>Grade 11 Book (Levels 1 & H):</p> <ul style="list-style-type: none"> Collection 1: Coming to America (The Tempest) Collection 2: Building A Democracy Collection 3: The Individual and Society Collection 4: A New Birth of Freedom Collection 5: An Age of Realism Collection 6: The Modern World (The Crucible) 	<p><u>Decoded</u></p> <ul style="list-style-type: none"> “Adam Ruins Everything: How America Created the ‘Model Minority’ Myth” “Adam Ruins Everything: Why the American Dream is a Myth” “We Need to Talk About an Injustice,” Bryan Stevenson <p><u>Documentaries:</u></p> <ul style="list-style-type: none"> • The Corporation - Mark Achbar • Racing Extinction, Louie Psihogios <p><u>Collections</u></p> <p>Grade 10 Book (Level 2):</p> <ul style="list-style-type: none"> Collection 1: Ourselves and Others Collection 2: The Natural World Collection 4: How We See Things Collection 6: Hard-Won Liberty <p>Grade 11 Book (Levels 1 & H):</p> <ul style="list-style-type: none"> Collection 1: Coming to America (The Tempest) Collection 2: Building A Democracy Collection 3: The Individual and Society Collection 4: A New Birth of Freedom Collection 5: An Age of Realism Collection 6: The Modern World (The Crucible) 	<p><u>Decoded</u></p> <ul style="list-style-type: none"> “Adam Ruins Everything: How America Created the ‘Model Minority’ Myth” “Adam Ruins Everything: Why the American Dream is a Myth” “We Need to Talk About an Injustice,” Bryan Stevenson <p><u>Documentaries:</u></p> <ul style="list-style-type: none"> • The Corporation - Mark Achbar • Racing Extinction, Louie Psihogios <p><u>Collections</u></p> <p>Grade 10 Book (Level 2):</p> <ul style="list-style-type: none"> Collection 1: Ourselves and Others Collection 2: The Natural World Collection 4: How We See Things Collection 6: Hard-Won Liberty <p>Grade 11 Book (Levels 1 & H):</p> <ul style="list-style-type: none"> Collection 1: Coming to America (The Tempest) Collection 2: Building A Democracy Collection 3: The Individual and Society Collection 4: A New Birth of Freedom Collection 5: An Age of Realism Collection 6: The Modern World (The Crucible)
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Grade 10 Skill-Based Framework

Reading Complex Texts RL. 10.1-10.4; RI. 10.1-10.5	Text Conventions L. 10.1-10.4	Vocabulary Skills L. 10.3-L. 10.6	Process Writing W. 10.1-10.5; L. 10.1-10.4	Improving Presentation W. 10.1-10.6; L. 10.1-10.4	Research Writing W. 10.7-10.9	Speaking and Listening S&L 10.1-10.6
Reading Complex Texts	Literary Elements, Structural Elements and Genre Conventions	Applying Expanded Vocabulary (2-3 units per marking period)	Process Writing (Minimum of 5 for the year)	Grammar, Mechanics & Usage Skills	Research Skills / MLA Format	Informal and Formal Presentations (Minimum of 1 for the year)
Close Reading: Informal writing assignments included as part of close reading workshops (journal writing, open-ended responses, summarizing, and note-taking) focus on getting students to decode and understand the text on multiple levels.	Literary Elements: Depending upon the text being studied, define each literary element; describe the impact of authors' choices upon meaning/audience; select literary elements for use in one's own writing: *Grade level focus areas are underlined.	Expanding Vocabulary: • Identify and define common affixes • Use reference materials to determine root meaning and apply to other relevant words (ex. demise, missile, and commission) • Use various types of context clues to form tentative meaning • Determine a word's denotative and connotative meanings • Recognize and use words in different word forms/different parts of speech (ex.: coercive, to coerce, coercively) • Recognize /explain subtle shades of meaning (true synonyms vs. near synonyms) • Differentiate claims and counterclaims (90% and	Writing Instruction: Writing instruction should focus on quality over quantity and give priority to depth over breadth. Larger process pieces should include an assignment sheet, multiple revisions, ongoing detailed feedback (from self or others), and a rubric.	Improving Clarity of Thought and Written Communication: Focus areas for tenth grade are as follows: Compose structurally sound, stylistically mature sentences and paragraphs by eliminating patterns of error in grammar, mechanics, and usage: General Writing Skills: • Review parts of the essay: ~ Introduction ~ Thesis ~ Topic Sentences ~ Body Paragraphs ~ Conclusion • Structure of the essay: ~ Compare/Contrast ~ Expository ~ Argumentative ~ Informative ~ Explanatory ~ Persuasive ~ Cause/Effect ~ Analysis	Getting Students to Converse with Text: • Use MLA page-formatting elements correctly • Identify reliable sources • Identify what each author is proposing • Identify the quotations that are most important to an author's argument • Inventory and code information taken from interview transcripts, note-taking, paraphrasing, etc. • Compound / Complex / Compound-Complex sentences • Colon/semicolon • Subordinating/ coordinating conjunctions ~ Comma splice ~ Run on/fragment ~ Comma with FANBOYS (For-And-Nor-But-Or- Yet-So)	Preparing Students for Career & Academic Presentations: Brief description: • Participate in a wide variety of discussions • Participate in impromptu speaking exercises • Speaker deliberately attends to audience and purpose • Speaking style is expressive, clear, audible, and well-paced • Speaker uses few filler words ('um,' 'like,' 'you know'), corrects hedge words ('maybe,' 'kind of,' 'sort of'), maintains eye contact, and avoids fidgeting / swaying • Presenter gains audience attention immediately and is able to maintain high interest • Use of digital media (textual, graphic, audio, visual, and interactive elements) and other presentation aids are

<ul style="list-style-type: none"> Engage in a conversation with text Recognize themes that are both explicitly and implicitly evoked in passage(s) Recognize/explain impact of patterns and breaks in patterns <p>Summarizing/Note taking:</p> <ul style="list-style-type: none"> Finding details/main idea Noticing connections – similarities/ differences Paraphrase (differentiate among paraphrase, summary, and big idea) Organization and structure Recognize it Explain purpose/use Organize for content/ effect (i.e., flashback) Finding literary elements Unfamiliar words (context clues and dictionary use) Utilizing various organizers (T-charts, Cornell notes, Venn diagrams, KWL charts, webs, etc.) 	<p>Internal monologue</p> <ul style="list-style-type: none"> Irony Literal vs. figurative language Metaphor Onomatopoeia Paradox Personification Persuasive techniques Plot structure Point of view / Reliability of Narrator Propaganda Pun Repetition Rhetorical devices: Anecdote Parallel Structure Call to Action Rhetorical Qs Logical Fallacy Rule of 3 / Repetition Rhyme Rhythm Satire Setting Simile Suspense Symbolism Syntax Theme Tone / Mood 	<p>meaning of word in different contexts</p> <ul style="list-style-type: none"> Effectively incorporate new words in own writing and speech 	<p>10%)</p> <ul style="list-style-type: none"> Evidence and Embedding Quotes Warrants for Quotes (the purpose) Varied Transitions MLA/Formal Writing Rules Writing to learn/on-demand writing: Prose-Constructed/Open-Ended Responses: CSA: <u>Claim</u>, <u>Support</u> Analysis CEW: <u>Claim</u>, <u>Evidence</u>, <u>Warrant</u> RSS: <u>Restate</u>, <u>Support</u>, <u>Support</u>, <u>Restate</u>, <u>Extend</u> Reword writing to improve clarity, coherence, and style Rework writing to improve presentation (grammar) Develop an awareness of the difference between revision (content) and editing (presentation errors) 	<ul style="list-style-type: none"> Pronoun shift & pronoun clarity Active versus passive voice Sentence variety Transitional phrases Introductory Phrases Tense consistency <ul style="list-style-type: none"> Generate correctly formatted Works Cited page 	<p>Note taking and Audience Engagement:</p> <ul style="list-style-type: none"> Paraphrase quotations Summarize main points Identify verbal cues which signal something is important and should be noted Use speaker's visual aids to clarify or enhance understanding Note one's own reaction to messages Diagram / illustrate complex discussions Differentiate between similar concepts 	<p>Feedback:</p> <ul style="list-style-type: none"> Set goals for learning and provide evidence of progress Formulate a WALT statement at the end of a lesson Work with peers to develop a rubric
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	which can include, but are not limited to: <ul style="list-style-type: none">• Journal• Diary entry• Response• Reaction paper• Summary• Open-ended<ul style="list-style-type: none">(assesses reading but can count as a shorter piece)• Narrative to practice a grammar skill or to infuse vocabulary acquisition

APPENDIX A

Standard	Skill Key Ideas/Details RL. 9-10.1	What This Means	9 th /10 th	Evidence
Reading Literature Text Key Ideas/Details RL. 9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	<p>You will use details and information from the text to support your understanding of its main ideas-both those that are stated directly and those that are suggested.</p> <ul style="list-style-type: none"> • WALT locate direct evidence in the text to support our thinking about what the text says • We can use what the author has said and our schema to draw inferences. • WALT quote/summarize text to support our thinking about what the text says. 	<ul style="list-style-type: none"> • WALT identify the main idea or theme by showing how they progress throughout the text. • WALT summarize the main idea or theme without adding our own opinions or ideas. 	<ul style="list-style-type: none"> • We can answer "Right There" and "Think and Search" literal questions about a text by choosing evidence that support the main ideas. • We can answer "Author and Me and "On My Own" inferential questions about a text by choosing evidence that supports the main ideas. • We can complete a graphic organizer that identifies the main idea or theme as it appears in the beginning, middle, and end of the text. • We can summarize the main idea or theme by using the narrative or topic-restriction-illustration summary frames. • We can create/complete a character development map or chart. • We can respond to various journal prompts focusing on relationships between character and plot. • We can
Reading Literature Key Ideas/Details RL. 9-10.2	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.	You will analyze the development of a text's main ideas and themes by showing how they progress throughout the text. You will also summarize the main idea of the text as a whole without adding your own ideas or opinions.		
Reading Literature Key Ideas/Details RL. 9-10.3	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.	You will analyze the development of a text's characters and how their actions, thoughts and words contribute to the story's plot or theme.	<ul style="list-style-type: none"> • WALT describe a characters development throughout a story based on indirect and direct characterization. (U) • WALT analyze how characters thoughts, actions, and words advance plot. (AN) • WALT evaluate 	<ul style="list-style-type: none"> • We can create/complete a character development map or chart. • We can respond to various journal prompts focusing on relationships between character and plot. • We can

		<p>argue/debate the role characters play in illustrating a theme.</p>
Reading Literature Craft/Structure RL 9-10.4	<p>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).</p>	<p>You will analyze specific words and phrase in the text to determine both what they mean individually as well as how they contribute to the text's tone and meaning as a whole.</p> <ul style="list-style-type: none"> • WALT determine various meanings of words and phrases based on context clues. • WALT explain how word choice (diction) affects author's tone. • WALT evaluate how word choice demonstrates author's purpose.
Reading Literature Craft/Structure RL 9-10.5	<p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p>You will analyze the ways the author has chosen to structure the text and determine how those choices affect the text's mood and tone.</p> <ul style="list-style-type: none"> • WALT assess how an author's choices instructional text effects the reader's expectations.

Reading Literature Craft/Structure RL 9-10.6	<p>Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>You will analyze the point of view or cultural experience of a work of literature from outside the United States.</p> <ul style="list-style-type: none"> • WALT analyze the extent to which a reader's opinion of a work. • WALT analyze the extent to which a cultural experience contributes to a reader's opinion of a work. 	<ul style="list-style-type: none"> • WALT analyze the extent to which point of view contributes to a reader's opinion of a work. • WALT analyze the extent to which a cultural experience contributes to a reader's opinion of a work. 	<ul style="list-style-type: none"> • We can compose a literary critique that focuses on evaluating point of view or cultural experience. • WALT compare and contrast multiple representations or interpretations of a particular subject • WALT complete a "T" chart. • We can create a letter to the author/artist questioning why the subject was presented that way • We can assume the identity of the author/artist and justify our rationale for artistic choices.
Reading Literature Integration of Knowledge and Ideas RL 9-10.7		<p>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).</p>		
Reading Literature Integration of Knowledge and Ideas RL 9-10.8		<p>N/A to Lit</p>	<p>You will recognize and analyze how an author draws from and uses source material from other texts or other types of sources.</p>	<ul style="list-style-type: none"> • WALT identify elements of source materials in an author's work. • WALT explain how
Reading Literature Integration of Knowledge and Ideas RL 9-10.9		<p>Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a</p>		<ul style="list-style-type: none"> • We can research specific source material via web quest before a reading.

	theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	source materials are transformed in an author's work.	<ul style="list-style-type: none"> • We can compare specific source materials with artistic renditions via graphic organizers.
Reading Text Complexity RL 9-10.10	By the end of grade 9 and 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	You will demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.	<ul style="list-style-type: none"> • WALT demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.
Reading Informational Text Key Ideas/Details RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	You will use details and information from the text to support your understanding of its main ideas—both those that are stated directly and those that are suggested.	<ul style="list-style-type: none"> • WALT locate direct evidence in the text to support our thinking about what the text says. • We can use what the author has said and our schema to draw inferences • WALT quote/summarize text to support our thinking about what the text says.
Reading Informational Text Key Ideas/Details RI.9-10.2	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined	You will analyze the development of a text's main ideas and themes by showing how they progress throughout the text. You will also summarize the main idea of the text as a whole without adding	<ul style="list-style-type: none"> • WALT identify the central idea and supporting details by showing how they progress throughout the text. • WALT summarize

	by specific details; provide an objective summary of the text.	your own ideas or opinions.	the central idea without editorializing.	<ul style="list-style-type: none"> • We can summarize the central idea by utilizing Cornell notes.
Reading Informational Text Key Ideas/Details RI.9-10.3	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	You will analyze the ways the author has chosen to structure and order the text and determine how those choice's affect the text's central ideas.	<ul style="list-style-type: none"> • WALT deconstruct an author's ideas in an informational text. 	<ul style="list-style-type: none"> • Given an essay broken into "puzzle pieces," we can organize the pieces so they are introduced, developed, and connected in a coherent manner. • We can do a think, pair, share justifying their choices. • We can compare our products to the original text and explain any discrepancies.
Reading Informational Craft/Structure RI.9-10.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	You will analyze specific words and phrase in the text to determine both what they mean individually as well as how they contribute to the text's tone and meaning as a whole.	<ul style="list-style-type: none"> • WALT determine various meanings of words and phrases based on context clues. • WALT explain how word choice (diction) affects author's tone • WALT evaluate how word choice demonstrates author's purpose. 	<ul style="list-style-type: none"> • We can compose our own definitions of words or phrases based on context clues. • We can complete a chart that distinguishes between denotative, connotative, figurative, literal, and technical meanings. • We can compose and open ended response explaining how

	diction affects author's tone or purpose.		
Reading Informational Craft/Structure RI.9-10.5	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	You will examine specific portions of a text (sentences, paragraphs, or larger sections) to understand how they develop the author's ideas and claims.	<ul style="list-style-type: none"> • WALT examine specific portions of a text in order to understand how they develop the author's ideas and claims. • We can re-write selected sentences in various ways in order to explain the impact in the author's idea. • We can conduct a close reading and annotate the development of an author's ideas.
Reading Informational Craft/Structure RI.9-10.6	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.	You will understand the author's purpose and analyze how the author uses language to effectively communicate that purpose.	<ul style="list-style-type: none"> • WALT identify an author's point of view or purpose. • WALT differentiate among the various forms of rhetoric. • WALT recognize and explain how rhetoric advances the author's point of view. • Given a set of examples and a graphic organizer by the teacher, we can identify different types of rhetoric. • We can compose an essay analyzing how an author uses rhetoric to advance the point of view or purpose.
Reading Informational Integration of Knowledge and Ideas RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account	You will compare and contrast the ways in which various media, such as newspapers, television, documentaries, blogs and the internet portray the same events.	<ul style="list-style-type: none"> • WALT compare and contrast how the medium and the details the medium emphasizes affect the message. • We can complete a jigsaw activity utilizing various media accounts of the same current event.

<p>Reading Informational Integration of Knowledge and Ideas RI.9-10.8</p> <p>Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p>	<p>You will evaluate the strength of the author's claims by examining the supporting details and reasoning and identifying any faults or weaknesses in them.</p>	<ul style="list-style-type: none"> • WALT identify the thesis of a text. • WALT evaluate the strength and credibility of the author's claims. • We can use "Factchecker.com" to evaluate or assess the validity of claims made in sample political speeches and/or ads. • We can construct a "report-card" on the ad or speech with a focus on the quality of claims. 	
<p>Reading Informational Integration of Knowledge and Ideas RI.9-10.9</p>	<p>You will read and analyze influential documents and explain how they address important themes related to United States history and culture.</p>	<ul style="list-style-type: none"> • WALT recognize the significance of historical documents and the concepts they relay. 	<ul style="list-style-type: none"> • We can do a close read of the Declaration of Independence and maintain a year long log of connections between the literature and the tenets of the Declaration.
<p>Reading Informational Text Complexity RI 9-10.10</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p>	<p>You will demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.</p>	<ul style="list-style-type: none"> • WALT demonstrate the ability to read and understand grade-level appropriate literary texts by the end of grade 9 and 10.
<p>Writing Text Types/Purposes W.9-10.1</p>	<p>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<p>You will write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<ul style="list-style-type: none"> • Drafting activity: find two quotes to support each claim and have a partner critique the quality

		<p>claims.</p> <ul style="list-style-type: none"> • WALT organize our claims and counterclaims. • WALT develop fair and accurate claims and counterclaims that reflect audience's familiarity with topic. • WALT use transitional words, phrases and clauses to link information. • WALT establish an appropriate tone and style for the essay. • WALT create strong conclusions. <p>a. You will introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>b. You will develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>c. You will use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. You will establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. You will provide a concluding statement or section that follows from and supports the argument presented.</p> <p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the</p> <p>of the quotations and/or make suggestions for alternate quotes.</p> <ul style="list-style-type: none"> • Complete an outline of claims and counterclaims that includes peer approved quotes (from above drafting activity). • Read "Letter from Birmingham Jail" and complete a teacher created template that identifies the participants of the "academic conversation" and their views on the topic. Mimic this strategy for rough drafts. (See Graff, Birkenstein and Durst's <i>They Say, I Say</i>) • After discussing, try to emulate King's strategy in developing their claims and counterclaims. • Give students a paragraph with transitions deleted. Have students fill in blanks with appropriate words and phrases (for level 2s and 1s, provide list).
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<p>discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the argument presented.</p>	<ul style="list-style-type: none"> Discuss and debate choices. Have students read a movie review. Identify the tone of the review. How do they know? Identify words that support claims. Change the adjectives the author used to change the tone of the review. Discuss the impact of the changed adjectives and how word choice and repetition has a strong impact on tone. In groups, students can write a conclusion for an essay (given to them by teacher). Compare work as class and critique the quality of products. 	<p>a. WALT compose clear and organized informative texts.</p> <p>b. WALT introduce our topic when composing an informational text.</p> <p>c. WALT organize the information using headings and graphics.</p> <p>d. WALT research facts and other</p>	<ul style="list-style-type: none"> Final, polished work. (could be an article, a letter, an editorial, etc) Have students complete a "Need to Know" worksheet where the students compile a list of info that their readers need to know in order to understand
<p>Writing Text Types/Purposes W.9-10.2</p>	<p>Write 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>Introduce a topic; organize complex</p>	<p>You will write clear, well-organized, and thoughtful informative and explanatory texts with:</p> <p>a. A clear introduction and organization, including headings and graphic organizers (when appropriate)</p> <p>b. Sufficient supporting details and background information</p> <p>c. Appropriate transitions</p>	<p>a. WALT compose clear and organized informative texts.</p> <p>b. WALT introduce our topic when composing an informational text.</p> <p>c. WALT organize the information using headings and graphics.</p> <p>d. WALT research facts and other</p>

	<p>ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>d. Precise language and relevant vocabulary</p> <ul style="list-style-type: none"> e. A tone and style appropriate to the task f. A strong concluding statement or section that restates the importance or relevance of the topic. <p>Develop</p> <p>the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p>Use</p> <p>appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p>	<p>information that will further develop the topic and strengthen audience's familiarity with the topic.</p> <ul style="list-style-type: none"> • WALT use transitional words, phrases and clauses to link information. • WALT establish an appropriate tone and style for the text. • WALT use vocabulary relevant to task. • WALT create strong conclusions. <p>Use</p> <p>precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>Establish</p> <p>and maintain a formal style and objective tone while attending to the norms and the text.</p> <ul style="list-style-type: none"> • Group info from "Need to Know" worksheets to create headings for sections. Order readings logically. Choose appropriate graphics and multimedia if appropriate. • Add to each component of the "Need to Know" worksheet an "expert" support (i.e. facts, quotes, etc.). • Students can generate a list of topic specific words for this text. • Students must use a certain number of terms appropriately in essay. Use of words is included in rubric. • Give students a paragraph with transitions deleted. Have students fill in blanks with appropriate words and phrases (for Level 2s and 1s, provide list). • Discuss and debate choices. • Give students an informational text
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	<p>conventions of the discipline in which they are writing.</p> <p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>that is mixed up. Have them organize the information and discuss choices.</p> <p>Writing Text Types/Purposes W.9-10.3</p> <p>Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.</p> <p>Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences,</p> <ul style="list-style-type: none"> • You will write clear, well-structured, detailed narrative texts that <ul style="list-style-type: none"> a. draw your readers in with a clear topic and an interesting progression of events or ideas b. use literary techniques to develop and expand on events and/or characters c. have a coherent sequence and structure d. use precise words and sensory details that keep readers interested e. have a strong conclusion that reflects the topic • WALT write a well-structured, detailed and engaging narrative. • WALT develop an exposition with a clear problem and/or situation and narrator(s). • WALT select appropriate literary techniques to develop characters and events. • WALT create a narrative with an understandable and logical structure. • WALT “show, not tell” in our stories by choosing interesting diction and sensory details. • WALT compose strong conclusions that relate to the rest <p>Polished final product Using template, create a storyboard that plans characters, setting, conflict and solution.</p> <p>With the volume turned down, watch a short scene from a movie or TV show where the actors have abundant facial expressions. Have the students identify what the scene is about, what the mood is, and what the characters might be saying. Have students write the script for the scene. Using the products,</p>
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events, and/or characters.	<p>Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>of the narrative.</p> <ul style="list-style-type: none"> discuss pacing, description and how to stretch a scene. Instead of a storyboard, students will organize a group of ten pictures. They may place the pictures in any order and then tell a story according to the order. Rubric will assess students on use of literary techniques, coherence of story and progression of ideas. 	<ul style="list-style-type: none"> WALT produce writing suited to task, purpose and audience. 	<ul style="list-style-type: none"> Students will participate in writing conferences. WALT revise and refine writing for purpose and audience. Students will participate in writing conferences or collaborative activities.
Writing Production / Distribution W.9-10.4				
Writing Production / Distribution W.9-10.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting,	You will revise and refine your writing to address what is most important for your purpose and audience.		

	<p>or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<ul style="list-style-type: none"> During process, have editors and writers identify major elements of writing (i.e. underline thesis, highlight conflict, circle evidence, etc.) Students can work from a checklist. 	<ul style="list-style-type: none"> Final presentations submitted via cloud. 	<ul style="list-style-type: none"> WALT share drafts and relevant information using various means, such as a cloud or Google Docs. 	<ul style="list-style-type: none"> WALT respond to a question using research to strengthen our response. 	<ul style="list-style-type: none"> Example: Students can research a role in Greek society and write a diary entry that covers a day in the life of the person. Diary should reflect what is learned in the research and information should be cited in MLA format. 	<ul style="list-style-type: none"> In final product, students will cite sources in MLA format.
Writing Production / Distribution W.9-10.6	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>	<p>You will use technology to share your writing and to provide links to other relevant information.</p>	<ul style="list-style-type: none"> WALT share drafts and relevant information using various means, such as a cloud or Google Docs. 	<ul style="list-style-type: none"> WALT respond to a question using research to strengthen our response. 	<ul style="list-style-type: none"> WALT respond to a question using research to strengthen our response. 	<ul style="list-style-type: none"> Example: Students can research a role in Greek society and write a diary entry that covers a day in the life of the person. Diary should reflect what is learned in the research and information should be cited in MLA format. 	<ul style="list-style-type: none"> In final product, students will cite sources in MLA format.
Writing Research and Present W.9-10.7	<p>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>You will engage in short and more complex research tasks that include answering a question or solving a problem by using multiple sources. The product of your research will demonstrate your understanding of the subject.</p>	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question.
Writing Research and Present W.9-10.8	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source</p>	<p>You will effectively conduct searches to gather information from different sources and assess the relevance of each source, following a standard format for citation.</p>	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question. 	<ul style="list-style-type: none"> WALT gather and document relevant and reliable sources to investigate a research question.

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>Writing Research and Present W.9-10.9</p> <p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].”).</p>	<p>You will paraphrase, summarize, quote, and cite primary and secondary sources, using both literary and informational texts, to support your analysis, reflection, and research.</p> <p>Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare].”).</p>	<ul style="list-style-type: none"> • WAL-T paraphrase information to support analysis, reflection, and research. • WAL-T summarize information to support analysis, reflection, and research. • WAL-T quote information to support analysis, reflection, and research. • WAL-T cite sources in MLA format to support analysis, reflection, and research. <p>Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and</p> <ul style="list-style-type: none"> • Students will read an article with a notes column next to the text. In the notes, students will paraphrase each paragraph. At the end, the students will give a brief summary of the overall article. • Students will answer questions about the same article and use quotes to support answers. • Students will respond to an OEQ and in typed final copy will cite the quote support in MLA format.

Writing Range W.9-10.10	<p>fallacious reasoning").</p> <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p>The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.</p>	<p>You will write for many different purposes and audiences both over short and extended periods of time.</p> <ul style="list-style-type: none"> • WALT determine best mode of writing for a specific task. 	<ul style="list-style-type: none"> • Samples from writing folders.
Speaking and Listening Comprehension/ Collaboration SL.9-10.1	<p>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</p>	<p>You will actively participate in a variety of discussions in which you</p> <ul style="list-style-type: none"> • WALT participate in one-on-one, teacher led, or group discussions. • WALT prepare for meaningful group discussions. • WALT establish goals and rules as a group to meet deadlines and objectives. • WALT generate ideas that spur 	<ul style="list-style-type: none"> • Participation chart. • Socratic seminar pre-discussion worksheets. • Post-it notes based on reading. • Interactive notebooks. • Notes based on group discussion and previous study compiled in journal form. • (C) Use of

		<p>sentence stems to engage in meaningful conversation.</p> <p>Reflection on use of stems in conversation.</p> <ul style="list-style-type: none"> Using notes, summarize the major points of the day's conversation. (D) student will satisfy a rubric specification on related to text to world/text to text.
persuasively.	<p>a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>d. Respond thoughtfully to diverse perspectives, summarize points of agreement and</p>	<p>conversation by responding and listening to group members.</p> <p>WALT summarize major points of discussion.</p> <p>a. have read any relevant material beforehand and have come to the discussions prepared.</p> <p>b. work with others to establish goals and processes within the group</p> <p>c. Initiate dialogue by asking and responding to questions and by relating the current topic to other relevant information</p> <p>d. Respond to different perspectives and summarize points of agreement or disagreement when needed.</p>

Speaking and Listening Comprehension/ Collaboration SL.9-10.2	<p>disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>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>You will integrate multiple sources of information, assessing the credibility and accuracy of each source.</p> <ul style="list-style-type: none"> • WALT integrate multiple sources of information, assessing the credibility and accuracy of each source successfully.
Speaking and Listening Comprehension/ Collaboration SL.9-10.3	<p>3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p>You will evaluate a speaker's argument and identify any false reasoning or evidence.</p> <ul style="list-style-type: none"> • WALT evaluate a speaker's argument.
Speaking and Listening Presentation SL.9-10.4	<p>4. Present information, findings, and supporting 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.</p>	<p>You will organize and present information to your listeners in a logical sequence and style that are appropriate to your task and audience.</p> <ul style="list-style-type: none"> • WALT prepare a well organized, logical, and stylistic presentation. <p>You will organize and present information to your listeners in a logical sequence and style that are appropriate to your task and audience.</p> <ul style="list-style-type: none"> • Power point presentations. • Movie maker

<p>Speaking and Listening Presentation SL.9-10.5</p> <p>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>	<p>You will use digital media to enhance and add interest to presentations.</p>	<ul style="list-style-type: none"> • WALT incorporate digital media to enhance presentations. 	<ul style="list-style-type: none"> • Power point • Movie makers • Digital media
<p>Speaking and Listening Presentation SL.9-10.6</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p>You will adapt the formality of your speech appropriately, depending on its context and purpose.</p>	<ul style="list-style-type: none"> • WALT use speech appropriate to context and purpose. 	<ul style="list-style-type: none"> • Two minute speech addressing peers in the cafeteria. • Two minute speech addressing grandparents at a dinner table.
<p>Language Conventions L.9-10.1</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>	<p>You will correctly use the conventions of English grammar and usage including</p>	<ul style="list-style-type: none"> • WALT demonstrate proper parallel structure and use various types of phrases. 	<ul style="list-style-type: none"> • Student will compose complex sentences using parallel structure and phrase varieties (i.e. noun, verb, adjective, adverb, etc.)

	a. Use parallel structure.* b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	b. Parallel structure b. Phrases and clauses	verb, etc.)
Language Conventions L.9-10.2	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. b. Use a colon to introduce a list or quotation. c. Spell correctly.	You will correctly use the conventions of English capitalization, punctuation and spelling including a. Semicolons b. Colons c. Spelling	<ul style="list-style-type: none"> WALT correctly use conventions of English. <ul style="list-style-type: none"> WALT apply language in various contexts <ul style="list-style-type: none"> Practice worksheets Demonstrate mastery in writing assignment. Linear Arrays for Vocabulary Definition Frames Demonstrate in writing assignments.
Language Knowledge L.9-10.3	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	You will apply your knowledge of language in different contexts by	<ul style="list-style-type: none"> WALT apply language in various contexts <ul style="list-style-type: none"> Practice worksheets Demonstrate mastery in writing assignment. Linear Arrays for Vocabulary Definition Frames Demonstrate in writing assignments.

when reading or listening.	a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	a. Conforming to a style manual when writing and editing	<ul style="list-style-type: none"> • WALT use context clues, etymology, and reference materials • Practice Worksheets • Mastery on Quizzes and Tests • Practice SAT/ACT • Compose sentences or narrative using vocabulary • Vocabulary Game using SmartBoard
Language Vocab Acquisition / Use L.9-10.4	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze</i>, <i>analysis</i>, <i>analytical</i>; <i>advocate</i>, <i>advocacy</i>).</p> <p>c. Consult general and specialized reference materials (e.g., dictionaries, glossaries,</p>	<p>You will understand the meaning of grade-level appropriate words and phrases by</p> <p>a. Using context clues</p> <p>b. Recognizing and adapting root words according to meaning or part of speech.</p> <p>c. Using reference materials</p>	

thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.	d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).	d. Inferring and verifying the meaning of words in context.	
Language Vocab Acquisition / Use L.9-10.5	5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	You will understand figurative language, word relationships, and slight difference in word meanings by	<ul style="list-style-type: none"> • WALT analyze word relationships • Linear Arrays • Definition Frame • Word Illustrations • Composing sentences with sufficient context
Language Vocab Acquisition / Use L.9-10.6	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	You will develop vocabulary knowledge at the college and career readiness level and demonstrate confidence using it appropriately	<ul style="list-style-type: none"> • WALT use appropriate language in authentic, "real world" contexts • Mock Interview • SAT • Letter to Editor • Business Letter • Public Speech • Presentation • Extended Definition

Paper
level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.