

Grade 10, Curriculum Map

Textbook: *myPerspectives*

GRADE 10 | UNIT 1: **Inside the Nightmare**
ESSENTIAL QUESTION: ***What is the allure of fear?***

PERFORMANCE BASED ASSESSMENT: **Explanatory Essay**

NOTES:

Novel Selections

The Invisible Man, H.G. Wells

Unit 1 Overview

In this unit, students will read about and discover what draws us to explore –and to enjoy – frightening things.

Unit Goals

Students will be able to:

- Evaluate written narratives by analyzing how authors introduce and develop the events in their writing.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- My Introduction to Gothic Literature (900L)

Whole-Class Learning

- Anchor Text, Short Story: *The Fall of the House of Usher*, Edgar Allan Poe (1410L)
- Anchor Text, Short Story: *House Taken Over*, Julie Cortazar (1030L)
- Media, Informational Graphic: *from How to Tell You're Reading a Gothic Novel-In Pictures*, Adam Frost and Zhenia Vasiliev

Small-Group Learning

- Short Story: *Where is Here?*, Joyce Carol Oates (950L)
- Media, Photo Gallery: *from The Dream Collector*, Arthur Tress
- Interview: *Why Do Some Brains Enjoy Fear?*, Allegra Ringo (1180L)
- Poetry Collection: *beware: do not read this poem*, Ishmael Reed (NP)
- Poetry Collection: *The Raven*, Edgar Allen Poe (NP)
- Poetry Collection: *Windigo*, Louise Erdrich (NP)

Performance-Based Assessment

Part 1 – Writing to Sources: Explanatory Essay

Students will write an explanatory essay on the following topic:

In what ways does transformation play a role in stories meant to scare us?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and the allure of fear.

GRADE 10 | UNIT 2: **Outsiders and Outcasts**
ESSENTIAL QUESTION: ***Do People Need to Belong?***

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

Novel Selection

The Alchemist, Paul Coelho

Unit 2 Overview

In this unit, students will read about many people who feel they don't conform to what is considered "normal."

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you effectively incorporate the key elements of an argument.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Isn't Everyone a Little Bit Weird? (950L)

Whole-Class Learning

- *The Alchemist*, Paul Coelho

Small-Group Learning

- Short Story: *The Doll's House*, Katherine Namsfield (740L)
- Poetry Collection: *Sonnet, With Bird*, Sherman Alexie (NP)
- Poetry Collection: *Elliptical*, Harryette Mullen (NP)
- Poetry Collection: *Fences*, Pat Mora (NP)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argument on the following topic:

Is the experience of being an outsider universal?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how many people feel they don't conform to society's norms.

GRADE 10 | UNIT 3: Extending Freedom's Reach

ESSENTIAL QUESTION: *What is the relationship between power and freedom?*

PERFORMANCE BASED ASSESSMENT: Informative

NOTES: Novel selections are based on student level and interest

Novel Selections

Things Fall Apart, Chinua Achebe

Unit 3 Overview

In this unit, students will read about and discover what are the basic rights and freedoms that belong to everyone, everywhere.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively introduce and develop a thesis with well-chosen evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly integrate quotations and other evidence into written texts and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Born Free: Children and the Struggle for Human Rights (1100L)

Whole-Class Learning

- Anchor Text, Speech: *“from The “Four Freedoms” Speech*, Franklin D. Roosevelt (1300L)
- Anchor Text, Speech: *Inaugural Address*, John F. Kennedy (1410L)
- Media, Video: *Inaugural Address*, John F. Kennedy

Small-Group Learning

- Speech: *Speech at the United Nations*, Malala Yousafzai (870L)
- Media, Interview: *Diane Sawyer Interviews Malala Yousafzai*, ABC News
- Poetry Collection: *Caged Bird*, Maya Angelou (NP)
- Poetry Collection: *Some Advice To Those Who Will Serve Time in Prison*, Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk (NP)
- Short Story: *The Sensors*, Luisa Valenzuela, translated by David Unger (1170L)
- Media, Informational Graphic: *from Freedom of the Press Report 2015*, Freedom House

Performance-Based Assessment

Part 1 – Writing to Sources: Informative Essay

Students will write an informative essay on the following topic:

What does it mean to “be free”?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what factors determine who is free and who remains oppressed.

GRADE 10 | UNIT 4: **All That Glitters**
ESSENTIAL QUESTION: ***What do our possessions reveal about us?***

PERFORMANCE BASED ASSESSMENT: **Informative Essay**

NOTES:

Novel selections are based on student level and interest

Unit 4 Overview

In this unit, students will read many examples of what drives our passion for things.

Novel Selections

Mythology, Edith Hamilton

Unit Goals

Students will be able to:

- Evaluate written arguments by analyzing how authors state and support their claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an informative essay in which you effectively convey complex ideas, concepts, and information.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use conjunctive adverbs and semicolons to link two or more closely related independent clauses.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- I Came, I Saw, I Shopped (990L)

Whole-Class Learning

- Anchor Text, *Mythology*, Edith Hamilton

Small-Group Learning

- Journalism: *In La Rinconada, Peru, Searching for Beauty in Ugliness*, Marie Arana (1240L)
- Poetry Collection: *Avarice*, Yusef Komunyakaa (NP)
- Poetry Collection: *The Good Life*, Tracy K. Smith (NP)
- Poetry Collection: *Money*, Reginald Gibbons (1530L)
- Short Story: *The Golden Touch*, Nathaniel Hawthorne (1130L)
- Poetry: *from King Midas*, Howard Moss (NP)
- Magazine Article: *The Thrill of the Chase*, Margie Goldsmith (1130L)

Performance-Based Assessment

Part 1 – Speaking & Listening: Oral Presentation

Students will present a three- to five- minute oral presentation on the hero archetype and/or how are possessions reveal us

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and what drives our passion for things.

GRADE 10 | UNIT 5: **Virtue and Vengeance**
ESSENTIAL QUESTION: *What motivates us to forgive?*

PERFORMANCE BASED ASSESSMENT: **Argument**

NOTES:

Novel Selections

The Tempest, William Shakespeare

Unit 5 Overview

In this unit, students will read about virtue and vengeance and what motivates people to forgive.

Unit Goals

Students will be able to:

- Evaluate written informative texts by analyzing how authors state and support claims.
- Expand your knowledge and use of academic and concept vocabulary.
- Write an argumentative essay in which you support claims using valid reasoning and relevant evidence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Quote directly from the text with exact quotations; paraphrase an idea by restating it in your own words.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Neither Justice nor Forgetting: Defining Forgiveness (1010L)

Whole-Class Learning

- Literature and Culture: Historical Context, *The Tempest*
- Anchor Text, Drama: *The Tempest, Part 1*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 2*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 3*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 4*, William Shakespeare (NP)
- Anchor Text, Drama: *The Tempest, Part 5*, William Shakespeare (NP)
- Anchor Text, Poetry Collection 1: *En el Jardín de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection*, Virgil Suarez (NP)
- Anchor Text, Poetry Collection 1: *Caliban*, J.P. Dancing Bear (NP)

Small-Group Learning

- Poetry Collection 2: *They are hostile nations*, Margaret Atwood (NP)
- Poetry Collection 2: *Under a Certain Little Star*, Wistawa Szymborska, translated by Joanna Trzeciak (NP)
- Speech: *Let South Africa Show the World How to Forgive*, Desmond Tutu (1100L)

Performance-Based Assessment

Part 1 – Writing to Sources: Argument

Students will write an argumentative essay on the following question:

Can Justice and forgiveness go hand in hand?

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how we choose to move on from painful situations.

GRADE 10 | UNIT 6: **Blindness and Sight**
ESSENTIAL QUESTION: *What does it mean to see?*

PERFORMANCE BASED ASSESSMENT: **Nonfiction Narrative**

Novel Selection

Blindness, Jose Saramago
All the Light We Cannot See, Anthony Doerr

NOTES:

Novel selections are based on student level and interest

Unit 6 Overview

In this unit, students will read about and discover many examples about the issues of blindness and sight.

Unit Goals

Students will be able to:

- Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes.
- Expand your knowledge and use of academic and concept vocabulary.
- Write a narrative essay in which you convey experiences or events using effective technique, well-chosen details, and well-structured event sequence.
- Conduct research projects of various lengths to explore a topic and clarify meaning.
- Correctly use varied sentence structures to add interest to writing and presentations.
- Collaborate with your team to build on the ideas of others, develop consensus, and communicate.
- Integrate audio, visuals, and text in presentations.

Selections & Media

Launch Text

- Just Six Dots (970L)

Whole-Class Learning

- Literature and Culture: Historical Context, *Oedipus the King*
- Anchor Text, Drama: *Oedipus the King, Part I*; Sophocles, translated by Nicholas Rudall (NP)
- Anchor Text, Drama: *Oedipus the King, Part II*; Sophocles, translated by Nicholas Rudall (NP)

Small-Group Learning

- Letter: *View From the Empire State Building*, Helen Keller (1150L)

- Poetry Collection: *Blind*, Fatima Naoot, translated by Kees Nijland (NP)
- Poetry Collection: *The Blind Seer of Ambon*, W.S. Merwin (NP)
- Poetry Collection: *On His Blindness*, Jorge Luis Borges, translated by Robert Mezey (NP)
- Short Story: *The Country of the Blind*, H.G. Wells (1170L)
- Memoir: *The Neglected Senses*, from *For the Benefit of Those Who See* (1060L)

Performance-Based Assessment

Part 1 – Writing to Sources: Nonfiction Narrative

Students will write a nonfiction narrative on the following topic:

Is there a difference between seeing and knowing?

Part 2 – Speaking & Listening: Storytelling

After completing the final draft of their writing, students will use it as the basis for a three- to five-minute storytelling session.

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how many ways there are to see – or fail to see- the world.