

CV Guarantee
(ELA/Grade 10)

Big Idea: Analyzing the impact of language in writing and reading a short story.			
Standard: Reading 10.3: Analyze how and why individuals, events, and ideas develop and interact. Reading 10.4: Interpret words and phrases as they are used and shape meaning and tone. Writing 10.3.d: Use precise words and phrases, telling details, and sensory language to convey a vivid picture.		Timeline: Quarter 1 Duration: 3 weeks Preceded By: summer Followed By: Expository Reading	
Key Vocabulary:			
Theme Complex characters	Motivations, Advance the plot Author’s Choices, Connotation Tone, Cumulative effect Sequence of Events, Connections Sensory Language, Pacing Mystery, Resolution		
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify the motivations of the characters. I can recognize events that forward the plot of a story.	I can explain how words and phrases contribute to the overall tone of a piece.	I can choose descriptive words and phrases in my writing as modelled by an author. I can incorporate precise details, descriptive details, and sensory language in my writing.	I can map out the evolution of a character and the plot of a story. I can map out the evolution of a character and the plot of my own story.
Resources: Various short stories and excerpts			

**CV Guarantee
(ELA/Grade 10)**

Big Idea: Expository Reading			
Standard: Reading for Information 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.		Timeline: Quarter 1 Duration: 2 weeks Preceded By: Narrative Reading/Short Stories Followed By: Expository Speaking and Listening	
Key Vocabulary:			
SOAPST	Explicit, Inference Sociology, Anti-social Socialites, Hamper Pop psychologists Overwhelmingly, Will Seceding, Dependent Shun, environs		
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify the meanings of words in context. I can tell the difference between explicit information and implied information.	I can make inferences as to why the author chose certain words. I can make inferences based upon the text.	I can list other synonyms for certain words and compare the connotations of those words. I can pull quotations to support inferences I make.	I can divide the text into sections and identify the purpose of each section. I can write a summary based upon the text.
Resources:			
<i>The Sociology of Leopard Man ERWC Unit</i>			

CV Guarantee
(ELA/Grade 10)

Big Idea: Expository Writing			
Standard: Reading: RI 10.7 Analyze various accounts of a subject told in different medium, determining which details are emphasized in each account. Writing: W 10.8 Gather relevant information from multiple authoritative print and digital sources.		Timeline: Quarter 2 Duration: 3 weeks Preceded By: Expository Reading Followed By: Narrative Literary Devices	
Key Vocabulary:			
		accrue, synthetic, conducive, prudent, capacity commodities, undermine, resign, pursuit, synthesize rhetoric, stagnant, deliberates, stimuli, right, rite	
Knowledge	Reasoning	Performance Skills	Product Examples
I can read and understand different sources related to the same topic.	I can compare the quality of information and themes proposed by various forms of text.	I can incorporate relevant examples to support my claims.	I can write an effective thesis and support it with examples from various texts. I can create a PowerPoint presentation to share my thesis and supporting evidence.
Resources: <i>In Pursuit of Unhappiness</i> ERWC Unit Various articles, videos, TED talks, and lyrics related to the topic "happiness"			

CV Guarantee (ELA/Grade 10)

Big Idea: Interpret the use of figurative language and literary devices to develop a theme over the course of a text.			
<p>Standard:</p> <p>Reading 10.2 Determine the theme of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details...</p> <p>Reading 10.4 Interpret words and phrases as they are used in a text, including figurative meanings</p> <p>Reading 10.6 Assess how the point of view or purpose shapes the content and style of a text</p>	<p>Timeline: Quarter 2</p> <p>Duration: 3-4 weeks</p> <p>Preceded By: Expository Writing</p> <p>Followed By: Expository Structure</p>		
Key Vocabulary:			
Cumulative impact	Symbol, Irony, Hyperbole, Metaphor, Simile, Allusion, Personification, Parallelism, Theme, Develop, Evoke, Reveal, Perspective, Interpret, Imply		
Knowledge	Reasoning	Performance Skills	Product Examples
<p>I can identify the theme.</p> <p>I can identify the use of figurative language and literary devices.</p> <p>I can identify the point of view and determine why the author chose that POV as a means to achieve his purpose.</p> <p>I can identify words that characterize the style of the writing and how these words are shaped by the POV.</p>	<p>I can explain the intended meaning of figurative language and literary devices and how they add meaning to the text.</p> <p>I can examine how their themes evolve over the course of the text.</p> <p>I can infer what different aspects shape the POV of a person from another culture and which cultural experience most influences how a character views themselves and the world.</p>	<p>I can collect or note the words, images, or other details related to the central theme throughout the text.</p> <p>I can collect examples of the various literary devices.</p>	<p>I can graphically represent the development of a theme over the course of a story.</p> <p>I can select powerful, figurative phrases from an excerpt to produce a "black out poem"</p> <p>I can produce a paragraph that incorporates evidence from the book to support the analysis of theme(s).</p>
<p>Resources:</p> <p><i>Night</i></p> <p>Jane Schaffer organizer</p> <p>Literary Device Chart</p>			

CV Guarantee (ELA/Grade 10)

Big Idea: Research Speaking/Listening			
<p>Standard: Speaking and Listening: 10.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose, and audience.</p> <p>Speaking and Listening: 10.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations</p>		<p>Timeline: Quarter 3</p> <p>Duration: 1-2 weeks</p> <p>Preceded By: Writing Research</p> <p>Followed By: Julius Caesar</p>	
Key Vocabulary:			
Task	Convey, Perspective, Findings,		
Purpose	Alternative perspectives, Line of reasoning,		
audience	Substance, Compel/compelling		
	Call to action, Activism, Advocate		
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify a question I want my speech to answer.	I can identify which evidence and images will compel my audience to care about my topic.	<p>I can use signal words or phrases that transition from one idea to another.</p> <p>I can organize the content to reinforce certain information.</p> <p>I can use my voice to emphasize certain information, ideas or perspectives.</p>	<p>I can format/design my visual aid to communicate the substance and meaning of my ideas and findings.</p> <p>I can incorporate features or elements that make my presentation more engaging, the content more clear and/or the evidence more effective.</p>
<p>Resources:</p> <p>Elie Weisel's Nobel Prize Speech</p> <p>UN Bill of Human Rights</p>			

Activism Cards

CV Guarantee
(ELA/Grade 10)

Big Idea: Understand how authors structure text (e.g. problem solution) to achieve purpose.

Standard:

Reading: 10.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text relate to each other and the whole.

Timeline: Quarter 3

Duration: 2 weeks

Preceded By: Argumentation

Followed By: Research Paper

Key Vocabulary:

Problem-Solution,
Compare-contrast,
Cause-effect,
Chronological order, Order
of importance

Circumstance, Contextual

Unsettled, Sustainable

Rationale, Judicious

Aesthetic impact

Knowledge

I can list what ideas, details, and events the author explores throughout the text

I can identify what idea or claim the writer examines or advances.

Reasoning

I can explain how the author develops or refines these ideas or claims at the sentence, paragraph, section, and chapter level?

Performance Skills

I can evaluate and replicate how these structural elements add meaning, clarity or coherence.

Product Examples

I can produce an organizer (graphic, outline etc.) that reflects the organizational pattern of the piece.

I can write an paragraph, using the vocabulary, that analyzes the structural moves the author makes.

Resources: Structure of Text Nearpod, *When Elephants Fight*

CV Guarantee (ELA/Grade 10)

Big Idea: Research a contemporary issue and write a MLA formatted essay.			
Standard: Writing 10.7: Conduct research projects to answer a 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.		Timeline: Quarter 3 Duration:4-6 weeks Preceded By: Research Reading Followed By: Research Speaking/Listening	
Key Vocabulary:			
		Narrow, Broaden, Validity Synthesize, Perspective Global, Public Policy Propose, Exposition Argument, Primary Source	
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify the key components of the problem. I can recognize and recall MLA format.	I can determine what questions to ask to research this topic. I can narrow or broaden my research to meet the objectives of the paper.	I can evaluate the validity of on-line sources. I can collect evidence from numerous sources. I can use that evidence to develop my research paper. I can apply the MLA format. I can incorporate parenthetical and Bibliographical citations in MLA format.	I can produce a research paper about a local or global problem and possible solutions. I can create new ideas or connections based upon my research.
Resources: MLA Handbook (The Owl) ProQuest Search Engine			

CV Guarantee
(ELA/Grade 10)

Big Idea: Analysis of character, plot, and theme development of a complex dramatic text.			
Standard: Reading Literature 10.3 Analyze how complex characters develop over the course of the text, interact with other characters, and advance the plot or develop the theme.		Timeline: Quarter 4 Duration: 4 weeks Preceded By: Speak Out! Research paper Followed By: Argumentative Essay	
Key Vocabulary:			
	Motivation Monologue Soliloquy Aside		
Knowledge	Reasoning	Performance Skills	Product Examples
I can recall the major events of the play in order. I can recognize quotations attributed to certain characters based upon character motivations.	I can analyze a list of events in the play to determine plot development. I can compare and contrast the motivations of complex characters.	I can perform in a mock trial. I can perform excerpts from the play while taking account of character motivations.	I can create questions that probe character motivations in a mock trial.
Resources:			
<i>Julius Caesar</i> by William Shakespeare			

CV Guarantee
(ELA/Grade 10)

Big Idea: Argumentative Writing			
Standard: Writing: W 10.1 Write arguments to support claims in an analysis of substantive topics or texts.		Timeline: Quarter 4 Duration: 3 weeks Preceded By: Julius Caesar Followed By: Rhetoric and Logical fallacies	
Key Vocabulary:			
Parenthetical, Argument, Audience, Bias, Claim, Formal/Informal Tone	Ethos, pathos, logos Counter claim, concession, contradictory Clarify, verify, warrant	Affirmative (affirmation) Negate (negation) Mediate, warrant	
Knowledge	Reasoning	Performance Skills	Product Examples
I can recognize the thesis of student and professional examples. I can recognize examples of ethos, pathos, and logos.	I can follow the logic of example essays and describe the strengths and weaknesses of that essay. I can see more than one side to controversial topics.	I can write a thesis that both states my opinion and organizes my paper. I can incorporate ethos, pathos and logos in my essay.	I can write an effective persuasive essay that makes concessions for the other side and gives at least two reasons for my side. I can evaluate the persuasive essays of other students.
Resources: The Clothes Make the Man (student sample) “The Three Ways to Persuade” from “The Rhetoric of the Op-Ed”			

CV Guarantee
(ELA/10th Grade)

Big Idea: Rhetorical Devices and Fallacies			
Standard: Reading 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 false statements and fallacious reasoning. Writing 10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.		Timeline: Quarter 4 Duration: 3 weeks Preceded By: Persuasive Writing Followed By: Summer	
Key Vocabulary:			
Argument, Assess	Advocacy		
Claims, Conclusions	Application		
Corroborating, Data	Challenging		
Delineate, Evidence	Hypotheses		
Reasoning	Premise		
Knowledge	Reasoning	Performance Skills	Product Examples
I can identify examples of ethos, pathos, and logos. I can identify examples of logical fallacies and rhetorical devices.	I can evaluate the argument and specific claims in a text. I can evaluate the argument and specific claims in my own text.	I can incorporate multiple examples of rhetorical strategies in my writing.	I can create an ad campaign for a school issue using rhetorical devices.
Resources:			

Various magazine ads
Examples of propaganda and logical fallacy