



## 10th Grade English Language Arts Curriculum Resources

### Curriculum Overview

[The 2021 Alabama Course of Study: English Language Arts](#) provides the framework for the K-12 study of English Language Arts in Alabama's public schools. Content standards in this document are minimum and required, fundamental and specific, but not exhaustive. The standards set high expectations for student learning in all grades by requiring more attention to foundational reading, explicitly teaching comprehension skills for all text genres, and encouraging the development of advanced reading through increasing levels of complexity in literary and informational texts.

Here are definitions to help understand this curriculum guide:

- **Units of Study:** A series of lessons, experiences, and assessments aligned to standards that may last two to six weeks.
- **Priority Standards:** These are the standards students must know and be able to do to be prepared for the next grade level or course.
- **Supporting Standards:** These standards support, connect to, or enhance priority standards.
- **Knowledge:** What students should know related to the standard.
- **Skills:** What students should be able to do related to the standard.
- **Bloom's Taxonomy:** This hierarchy helps describe the complexity and requirements of a standard.
- **Quad:** This framework has four parts that help determine the rigor and relevance of a standard: Acquisition, Application, Assimilation, Adaptation.
- **ACT:** This refers to ACT standards alignment.
- **Key Understandings:** Essential ideas students need to understand about the standard.
- **Key Vocabulary:** Keywords that should be taught to ensure understanding of the standard.
- **Formative Assessment:** Frequent and ongoing checks for understanding teachers can use throughout the unit.
- **Summative Assessment:** How students will be assessed at the end of a unit to demonstrate their level of mastery of the standards.
- **Activities & Resources:** Specific examples, lessons, and/or resources that may be used to support implementation of the standard.
- **RTI:** Response to Intervention - additional supports/resources teachers can use for students who need them.
- **Extensions:** Additional activities and resources to extend the learning experience, especially for accelerated students.

## 10th Grade ELA - Curriculum At A Glance - Pacing Calendar

Quarter	# Weeks	Unit Name	Priority Standards	Supporting Standards
1	1	Launch Week	Introductions, Pre-Assessment, Rules	
1	1	1. <a href="#">Figurative and Literary Language</a>	10.4, 10.5	10.14, 10.23
1	3	2. <a href="#">Irony</a>	10.1, 10.3, 10.4, 10.5, 10.6, 10.16, 10.18	10.11, 10.14, 10.15, 10.17
1	1	3. <a href="#">Part of Speech</a>	10.19	10.14, 10.15
1	1	4. <a href="#">Connecting to Literature</a>	10.1, 10.3, 10.6	10.14, 10.15
1	2	5. <a href="#">Expository Writing</a>	10.9abc, 10.19	10.10
2	3	6. <a href="#">Gothic</a>	10.1, 10.3, 10.4, 10.5,	10.6
2	2	7. <a href="#">Narrative Writing</a>	10.14, 10.15,	
2	2	8. <a href="#">Theme - Self Reflection</a>	10.1, 10.3	10.14, 10.15
2	2	9. <a href="#">Poetry</a>	10.3, 10.4, 10.5	10.14, 10.15, 10.20
3	3	10. <a href="#">Historical Texts</a>	10.1, 10.2	10.8
3	2	11. <a href="#">Argumentative Writing</a>	10.2, 10.26	10.22
3	4	12. <a href="#">Drama</a>	10.1, 10.3, 10.4, 10.5	10.6, 10.7, 10.8, 10.14, 10.15
4	2	13. <a href="#">Current Events</a>	10.13	10.12
4	2	14. <a href="#">Research</a>	10.7, 10.10, 10.21, 10.24, 10.25, 10.26	10.22, 10.27
4	2	15. <a href="#">Public Speaking</a>	10.8	10.10, 10.20
4	3	16. <a href="#">Portfolio</a>	Encompass all standards	

## UNIT 1: Figurative and Literary Language

**DURATION: 1 week**

### CONTENT STANDARDS

#### PRIORITY STANDARDS

- 10.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 10.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

#### SUPPORTING STANDARDS

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.23 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Types of figurative language		Remembering	A	WME 302
	Identify types of Figurative Language	Applying	B	WME 302, 402, 602, 702
	Analyze Figurative Language usage in fictional texts	Analyze	D	WME 602, 702
Connotation vs. Denotation		Understanding	C	WME 201, 301
	Use connotation in digital texts	Applying	B	WME 501, WME 601, WME 701
Author's Point of View		Understanding	C	PPV 402
	Identify POV	Analyzing	D	PPV 602, 702
Tone vs. Mood		Remembering	A	WME 301, 401
	Identify the effects of author's tone	Evaluating	C	WME 501, 502, 601, 701

Universal themes vs motifs		Analyzing	D	IDT 201
	Identify themes in various texts	Analyzing	D	IDT 402, 501, 502, 601, 701

### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>Day 1: Students will be introduced to types of figurative language/literary terms</li> <li>Day 2: Students will be introduced Author’s POV, differences between tone and mood, universal themes, and identifying motifs</li> <li>Day 3: Students will practice analyzing text(s) with skills.</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Metaphor</li> <li>Simile</li> <li>Onomatopoeia</li> <li>Hyperbole</li> <li>Personification</li> <li>Alliteration</li> <li>Allusions</li> </ul>	<ul style="list-style-type: none"> <li>Idioms</li> <li>Irony</li> <li>Motif</li> <li>Theme</li> <li>Connotation</li> <li>Denotation</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>How do author’s use figurative language devices to perfect their credit? (Honors)</li> <li>What is figurative language and how is it used?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Figurative Language terms</li> <li>Connotation and denotation</li> <li>Main Idea</li> <li>Context Clues</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Figurative Language Bingo Disney/Pixar shorts Music (“Roar”/ Rap)	Analyze text “Jolene” by Dolly Parton

<b>ACTIVITIES &amp; RESOURCES</b>	
Figurative Language Bingo Disney/Pixar shorts Music (“Roar”/ Rap)	
<b>RTI</b> Create small groups for students with IEPs and 3 grades below	<b>EXTENSION OPPORTUNITIES</b> Students are given the opportunity to research songs integrating figurative and connotation



**UNIT 2: Irony****DURATION: 3 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.3 Analyze how an author’s cultural perspective influences style, language, and themes.
- 10.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 10.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.
- 10.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.
- 10.16 Interpret how an author’s grammar and rhetorical style contribute to the meaning in both fiction, including poetry and prose, and nonfiction, including historical, business, informational, and workplace documents.
- 10.18 Analyze a speaker’s rhetorical, aesthetic, and organizational choices in order to determine point of view and purpose.

**SUPPORTING STANDARDS**

- 10.11 Participate in collaborative discussions involving multiple perspectives, responding and contributing with relevant evidence and commentary.
- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
- 10.17 Classify formality of language in order to comprehend, interpret, and respond appropriately.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Elements of Google Classroom		Remember	A	
	Create slides in Google Slides	Creating	D	
Themes		Analyze	C	IDT 402, 501
	Identify themes in Cultural Literature	Analyze	C	IDT 502, 601, 701

Types of figurative language		Remember	A	WME 602, 702
	Identify types of Figurative Language	Understand	B	WME 602, 702
Connotation vs. Denotation		Understand	B	WME 402
	Use connotation in digital texts	Creating	D	WME 602, 702 503, 504
Author's Point of View		Analyze	C	PPV 402
	Identify POV	Understand	B	PPV 503, 602, 603
Tone vs. Mood		Analyze	C	PPV 702
	Identify the effects of author's tone	Evaluate	D	WME 301, 401, 601, 701
Universal themes vs motifs		Understand	B	IDT 201, 402
	Identify themes in various texts	Evaluate	D	IDT 601, 701

### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>Week 1: Identify types of irony, Introduce social elements of various cultures</li> <li>Week 2: Analyzing irony in Prose Fiction</li> <li>Week 3: Create own short story with ironic endings</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Cultural Perspective</li> <li>Irony</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Tone</li> <li>Rhetoric</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>How does irony affect the reader?</li> <li>How does cultural perspective affect the theme of fictional prose?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>American Culture</li> <li>Denotation of Irony</li> </ul>	

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Guided Readings Comprehension Checks Possible Quizzes (Quizlet, Quizziz)	Ironic short story created by students.

ACTIVITIES & RESOURCES	
The Interlopers Sentry Lamb to Slaughter I'll Make a Man Out of You (Mulan) Google Slides	
RTI Small groups Lower level reading	<b>EXTENSION OPPORTUNITIES</b> Students can create short stories in Google Slides



## UNIT 3: Parts of Speech

**DURATION: 1 week**

### CONTENT STANDARDS

#### PRIORITY STANDARDS

- **10.19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.**
  - a. Exhibit stylistic consistency in writing.

#### SUPPORTING STANDARDS

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Parts of Speech		Remember	A	TOD 302 SST 401 USG 202, 301, 303, 401
	Identify Parts of Speech	Analyze	C	SST 502, 602 USG 502, 503, 601, 602
Syntax		Understand	C	PUN 501, 601 USG 502
	Create simple, compound, compound complex sentences.	Create	D	ORG 405, 501, 503, 604 SST 202, 301, 601

### KEY COMPONENTS

#### LEARNING TARGETS (incremental learning target by week)

- **Week 1: Students will be able to correctly identify the eight parts of speech and incorporate it in quick writing - consisting of simple, compound, and compound complex**

#### KEY VOCABULARY

- Noun
- Verb
- Pronouns
- Adjectives
- Adverbs
- Conjunctions
- Prepositions
- Interjection

<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• Why is written communication important?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Basic knowledge of the eight parts of speech</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Escape room Parts of speech Bingo	Respond to Quickwrites writing prompts. Creating a menu for a Restaurant.
<b>ACTIVITIES &amp; RESOURCES</b>	
Escape room Parts of speech Bingo Nearpod 10th Grade Writer’s Choice Khan Academy	
RTI Nearpod Sentence dissection	Students will create a backstory or commercial for their restaurant. <b>NSION OPPORTUNITIES</b>

## UNIT 4: Connecting to Literature

**DURATION: 1 week**

### CONTENT STANDARDS

#### PRIORITY STANDARDS

- 10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.3 Analyze how an author’s cultural perspective influences style, language, and themes.
- 10.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.

#### SUPPORTING STANDARDS

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Ways to connect to Literature		Understand	B	USG 202, 401
	Compare and contrast media vs literature	Evaluate	C	USG 202, 401

### KEY COMPONENTS

#### LEARNING TARGETS (incremental learning target by week)

- Week 1: Introduce students to the 3 ways to connect to literature
- Day 2: Introduce structure of compare and contrast reflection
- Day 3: Compare text to media

#### KEY VOCABULARY

- Compare
- Contrast
- Media
- Text-to-text
- Text-to-self
- Text-to-world

#### ESSENTIAL QUESTION(S)

- How do I make connections between ideas and text supported by textual evidence?

#### PRIOR KNOWLEDGE

- Structure of informational text

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Connecting to paper media Connecting to visual media Connecting to social media Create a Twitter post (Google Slides)	Create a newsletter.

ACTIVITIES & RESOURCES	
Newspaper article Magazine article Short story with a youtube short CNN-10 or MSNBC Tik-Tok or Twitter	
RTI Peer Tutors Collaborative Work	<b>EXTENSION OPPORTUNITIES</b> Record a nightly news broadcast

**UNIT 5: Expository Writing**

**DURATION: 2 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- **10.9 Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience. Examples: paragraphs, constructed responses, essays**
  - **a. Write a memoir, narrative essay, or personal or fictional narrative to convey a series of events, establishing a clear purpose and using narrative techniques.**
  - **b. Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics. Examples: relevant and sufficient facts, extended definitions, concrete details, quotations**
  - **c. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning, relevant and sufficient evidence, transitions, and a concluding statement or section that follows from the information presented.**
- **10.19 Apply conventions of language to communicate effectively with a target audience, including punctuation; capitalization; spelling; verb, pronoun, and modifier usage; and effective sentence structure.**
  - **a. Exhibit stylistic consistency in writing.**

**SUPPORTING STANDARDS**

- 10.10 Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Elements of a story		Remember	A	CLR 201
Elements of a plot		Remember	A	REL 401, 501, 601, 701

	Create a narrative.	Create	D	ORG 201
	Provide descriptive details.	Evaluate	D	TOD 302
	Use appropriate transitions	Apply	C	ORG 502, 601, 603, 701, 702
Common transitional words and phrases.		Remember	A	ORG 201, 401, 501
Types of conflict		Remember	A	REL 401, 501
	Identify internal vs external conflict	Analyze	C	REL 601, 701

#### KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>Week 1: Define all elements in creating a narrative</li> <li>Week 2: Create and revise narrative</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Narrative</li> <li>Exposition</li> <li>Rising action</li> <li>Climax</li> <li>Falling action</li> <li>Resolution</li> <li>Character</li> </ul>	<ul style="list-style-type: none"> <li>Setting</li> <li>Dialogue</li> <li>Plot</li> <li>Conflict</li> <li>Flashback</li> <li>Foreshadowing</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>What are the reasons that cultures and individuals create narratives of their experiences?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Narrative</li> <li>Exposition, rising action, climax, falling action, resolution</li> <li>Character, setting, dialogue, plot, conflict</li> <li>Flashback, Foreshadowing</li> </ul>	
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	
Complete plot diagram	Create a narrative essay.	

<b>ACTIVITIES &amp; RESOURCES</b>	
Plot Diagram Writing Rubric Writing Outline	
<b>RTI</b> One-On-One with teacher	<b>EXTENSION OPPORTUNITIES</b> Create a slideshow that illustrates your narrative Create comic strip that illustrates your narrative

<b>UNIT 6: Gothic</b>	<b>DURATION: 3 weeks</b>
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<b>CONTENT STANDARDS</b>	
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<b>PRIORITY STANDARDS</b> <ul style="list-style-type: none"> <li>10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.</li> <li>10.3 Analyze how an author’s cultural perspective influences style, language, and themes.</li> <li>10.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.</li> <li>10.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.</li> </ul>	<b>SUPPORTING STANDARDS</b> <ul style="list-style-type: none"> <li>10.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Create Gothic fictional narratives	Create	D	KLA 201, 403
Author background information		Apply	A	KLA 504, 603
Themes in Gothic Literature		Apply	A	IDT 201, 402

	Identify elements in gothic selection	Analyze	C	IDT 501, 502, 601
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**KEY COMPONENTS**

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>• Week 1: Introduce elements of Gothic Literature</li> <li>• Weeks 2: Identify and Analyze Literature selections</li> <li>• Week 3: Create a Gothic short story</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>• Gothic</li> <li>• Theme</li> <li>• Internal conflict</li> </ul>	<ul style="list-style-type: none"> <li>• Isolation</li> <li>• Horror</li> <li>• Anthology</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• What elements of Gothic Literature engage us? Why?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Defining theme</li> <li>• Connotation</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Guided Reading Comprehension Checks Gather Author background information	Create your own Gothic short story. Create 2 sentence scary story.

**ACTIVITIES & RESOURCES**

“The Pit and the Pendulum” “Frankenstein “ “2 sentence scary stories” Superstitions Urban Legends “Annabel Lee”	<b>EXTENSION OPPORTUNITIES</b> Urban Legend Research (posterboard or google slides)
<b>RTI</b> Create a plot diagram for “Black Cat” or “Tell-Tale Heart”	



**UNIT 7: Narrative Writing****DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

**SUPPORTING STANDARDS**

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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Elements of a story		Remember	A	I&A 202, 302
Elements of a plot		Remember	A	I&A 402, 502, 602
	Create a narrative.	Create	D	ORG 201, 301, 401, 501
	Provide descriptive details.	Evaluate	C	D&S 301
	Use appropriate transitions	Create	D	ORG 401, 501, 601
Common transitional words and phrases.		Remember	A	ORG 201, 301
Types of conflict		Apply	B	ORG 301, 401,
	Identify internal vs external conflict	Apply	B	ORG 501, 601

**KEY COMPONENTS**

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>• Week 1: Define all elements in creating a narrative</li> <li>• Week 2: Create and revise narrative</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>• Narrative</li> <li>• Exposition</li> <li>• Rising action</li> <li>• Climax</li> <li>• Falling action</li> <li>• Resolution</li> <li>• Character</li> </ul>	<ul style="list-style-type: none"> <li>• Setting</li> <li>• Dialogue</li> <li>• Plot</li> <li>• Conflict</li> <li>• Flashback</li> <li>• Foreshadowing</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• What are the reasons that cultures and individuals create narratives of their experiences?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Plot Diagram</li> <li>• Dialogue</li> <li>• Quotations</li> <li>• Sequencing</li> </ul>	
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>	
Complete plot diagram	Complete narrative writing	
<b>ACTIVITIES &amp; RESOURCES</b>		
<b>RTI</b> One-on-One with teacher	<b>EXTENSION OPPORTUNITIES</b> Create a slide show or comic strip that illustrates your story.	

**UNIT 8: Theme - Self Reflection****DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.3 Analyze how an author’s cultural perspective influences style, language, and themes.

**SUPPORTING STANDARDS**

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Create digital texts	Create	D	
	Analyze themes	Evaluate	C	
	Express themselves through media and writing	Evaluate	C	ORG 302 KLA 302, 402
Self-Awareness		Apply	B	

**KEY COMPONENTS****LEARNING TARGETS (incremental learning target by week)**

- Week 1: Guided Reading and Comprehension Checks
- Week 2: Expressing yourself through various medias

**KEY VOCABULARY**

- Moral
- Internal conflict

**ESSENTIAL QUESTION(S)**

- How do we express ourselves when we are having an internal conflict?

**PRIOR KNOWLEDGE**

- Figurative Language
- How to close read

**FORMATIVE ASSESSMENT****SUMMATIVE ASSESSMENT**

<b>Comprehension Checks</b>	<b>Self-Expression writing</b>
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**ACTIVITIES & RESOURCES**

**Self-Awareness checks**  
**Personality Quiz**

<b>RTI</b> <b>N/A</b>	<b>EXTENSION OPPORTUNITIES</b> <b>Create a collage or visual media representation (vision board)</b>
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**UNIT 9: Poetry****DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.3 Analyze how an author’s cultural perspective influences style, language, and themes.
- 10.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 10.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

**SUPPORTING STANDARDS**

- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.
- 10.20 Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
	Identify themes in poetry	Analyzing	C	IDT 402, 502, 701
	Identify use of figurative language	Analyzing	C	WME 302
Rhyming Patterns		Apply	B	

**KEY COMPONENTS****LEARNING TARGETS (incremental learning target by week)**

- Week 1: Introduce poetry construction and vocabulary
- Week 2: Identify and create works of poetry

**KEY VOCABULARY**

- Ode
- Ballad
- Lyric
- Sonnet
- Haiku
- Stanza
- Meter
- Refrain
- Blank verse
- Couplet
- Rhyme
- Rhythm
- Quatrain
- Alliteration
- Allusion

**ESSENTIAL QUESTION(S)**

- How does poetry contribute to our understanding of self and

**PRIOR KNOWLEDGE**

- Figurative Language

others in the world?	<ul style="list-style-type: none"> <li>• How to close read</li> </ul>
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<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Rhyme scheme Analyze a poem	Create poetry booklet (5 poems - standard) ( 10 poems- honors)

**ACTIVITIES & RESOURCES**

“Nothing Gold Can Stay”  
 “Still I Rise”  
 “We Real Cool”

<b>RTI</b> Breaking down rhyming in music	<b>EXTENSION OPPORTUNITIES</b> Film a rap video
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**UNIT 10: Historical Texts****DURATION: 3 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.2 Analyze information from graphic texts to draw conclusions, defend claims, and make decisions

**SUPPORTING STANDARDS**

- 10.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Analyze informational texts	Evaluating	C	SYN 501, 701
Purpose and Tone		Understand	B	CLR 705
	Identify Purpose and Tone in informational texts	Analyze	C	SYN 501, 701
	Gather information from audio and visual medias	Apply	B	CLR 705

**KEY COMPONENTS****LEARNING TARGETS (incremental learning target by week)**

- Week 1: Gathering key information from printed text
- Week 2: Gather information from audio and visual medias
- Week 3: Analyzing theme, tone, connotation, and foreshadowing in informational texts

**KEY VOCABULARY**

- Claim
- Tone
- Connotation

- Foreshadowing
- Mapping

**ESSENTIAL QUESTION(S)**

- How do we draw meaning and understanding from a given text?

**PRIOR KNOWLEDGE**

- Close Reading
- Identifying key terms

FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
Mapping various texts Completing graphic organizers on audio and visual medias	Create a time-line (Group projects)

ACTIVITIES & RESOURCES	
Brochures Newspaper articles Fliers Presidential or Historical Figure’s Speeches Slave Narrative “The Diary of Anne Frank” “Night”	
RTI Small Group	<b>EXTENSION OPPORTUNITIES</b> Utilize other medias to explain a significant historical event.



**UNIT 11: Argumentative Writing**

**DURATION: 2 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- 10.2 Analyze information from graphic texts to draw conclusions, defend claims, and make decisions.
- 10.26 Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

**SUPPORTING STANDARDS**

- 10.22 Use a variety of search tools and research strategies.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Organizational structure		Remember	A	ORG 202, 302, 402
	Organize facts and important details	Apply	B	ORG 502, 602
Transitional phrases		Remember	A	ORG 201, 301, 401
	Provide supporting details	Evaluate	C	D&S 301, 501, 601
	Address multiple view points	Evaluate	C	I&A 502, 602

**KEY COMPONENTS**

**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Select topic, gather evidence, write a strong thesis
- Week 2: Writing structure, peer editing, publish

**KEY VOCABULARY**

- Claim
- Evidence
- Opposing
- Rebuttal

- Style
- Tone
- Conclusion

<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• Why is it important to have supporting evidence?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Parts of an essay</li> <li>• Basic punctuation</li> <li>• Parts of a sentence</li> </ul>
<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Outline Gather Information Works Cited	Argumentative Essay
<b>ACTIVITIES &amp; RESOURCES</b>	
Research cards Writing notebook	
RTI Peer Tutors, One-on-one with teacher	<b>EXTENSION OPPORTUNITIES</b> Create a powerpoint or visual aid for essay

**UNIT 12: Drama****DURATION: 4 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.1 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.3 Analyze how an author’s cultural perspective influences style, language, and themes.
- 10.4 Analyze how authors use characterization, connotation, denotation, figurative language, literary elements, and point of view to create and convey meaning in a variety of texts.
- 10.5 Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.

**SUPPORTING STANDARDS**

- 10.6 Compare and/or contrast the perspectives in a variety of fiction, nonfiction, informational, digital, and multimodal texts produced from diverse historical, cultural, and global points of view, not limited to the grade-level literary focus.
- 10.7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.
- 10.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.
- 10.14 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.
- 10.15 Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM’S TAXONOMY	QUAD	ACT
Historical background		Remember	A	SYN 401
	Analyzing characters	Evaluate	C	CLR 202, REL 301
Stage directions		Understand	B	
	Identify Foreshadowing and imagery	Analyze	D	PPV 201
Archetypes/ Stock characters		Understand	B	CLR 202, REL 301
Types of Drama		Apply	B	

Use of chorus		Understand	B	
Plot structure		Apply	B	TST 404, 505, 603, 703

**KEY COMPONENTS**

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>• Week 1: Understanding historical background</li> <li>• Week 2: Act 1-2, identifying theme</li> <li>• Week 3: Act 4-5 Analyzing conflict and foreshadowing</li> <li>• Week 4: Project design or performance</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>• Articulation</li> <li>• Stage directions</li> <li>• Monologue/Soliloquy</li> <li>• Foreshadow</li> </ul>	<ul style="list-style-type: none"> <li>• Prologue</li> <li>• Epilogue</li> <li>• Dialogue</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>• Does your name define you and what others perceive about you?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>• Figurative Language</li> <li>• Identifying tone and mood</li> <li>• Identifying theme</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Group Discussions Exit Slip on foreshadowing Write a different ending	Present design project Present a monologue or scene

**ACTIVITIES & RESOURCES**

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<b>RTI</b>	<b>EXTENSION OPPORTUNITIES</b>
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<b>UNIT 13: Current Events</b>	<b>DURATION: 2 weeks</b>
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**CONTENT STANDARDS**

<b>PRIORITY STANDARDS</b> <ul style="list-style-type: none"> <li>10.13 Interpret a digital audio source to determine its subject, occasion, audience, purpose, tone, and credibility.</li> </ul>	<b>SUPPORTING STANDARDS</b> <ul style="list-style-type: none"> <li>10.12 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.</li> </ul>
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
	Analyze informational texts	Evaluate	D	SYN 201, 301, 401
Purpose and Tone		Understand	B	SYN 501, 601, 701
	Identify Purpose and Tone in informational texts	Evaluate	D	WME 501, 601, 701
	Gather information from audio and visual medias	Apply	B	

**KEY COMPONENTS**

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>Week 1: Gathering key information from printed text. Gather information from audio and visual medias</li> <li>Week 2: Analyzing theme, tone, connotation, and foreshadowing in informational texts</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Claim</li> <li>Tone</li> <li>Connotation</li> </ul>	<ul style="list-style-type: none"> <li>Foreshadowing</li> <li>Mapping</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>How does the past contribute to the future?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Identifying key terms</li> <li>Basic knowledge of current events</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Graphic Organizer Project Outline	Small Group Project on current events happening.
<b>ACTIVITIES &amp; RESOURCES</b>	
Project Rubric Graphic Organizer Videos Interviews	
RTI Small group, Peer Tutors	<b>EXTENSION OPPORTUNITIES</b> Create a short documentary

**UNIT 14: Research****DURATION: 2 weeks****CONTENT STANDARDS****PRIORITY STANDARDS**

- 10.7 Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.
- 10.10 Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
- 10.21 Locate and determine the usefulness of relevant and credible information to answer a question, solve a problem, or defend a position.
- 10.24 Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.
- 10.25 Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.
- 10.26 Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.

**SUPPORTING STANDARDS**

- 10.22 Use a variety of search tools and research strategies.
- 10.27 Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Plagiarism guidelines	Interpret information from various medias	Apply	B	SYN 501, 701
	Locate reliable sources	Analyze	C	
	Present oratorically in front of peers	Create	D	
		Understand	B	KLA 201
	Compose clear, coherent writing	Create	D	L&C 202, 302, 402, 502, 602

## KEY COMPONENTS

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"><li>• Week 1: Establish topic, rules of plagiarism, gather information</li><li>• Week 2: Organize information, compose writing, peer editing, publish and present</li></ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"><li>• Plagiarism</li><li>• Quoting</li><li>• Paraphrasing</li></ul>	<ul style="list-style-type: none"><li>• Summarizing</li><li>• Citations</li><li>• Sources</li></ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"><li>• Varies depending on student selection</li></ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"><li>• Parts of an essay</li><li>• Parts of speech</li></ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
Student research cards Student Outline Peer Editing copy	Final Research paper

<b>ACTIVITIES &amp; RESOURCES</b>	
Writing notebooks Research notecards Writing Rubric	
<b>RTI</b> One-on-one with teacher Peer Tutor	<b>EXTENSION OPPORTUNITIES</b> Create an audio or visual media to accompany your research paper or topic.



**UNIT 15: Public Speaking**

**DURATION: 2 weeks**

**CONTENT STANDARDS**

**PRIORITY STANDARDS**

- 10.8 Through active listening, evaluate tone, organization, content, and non-verbal cues to determine the purpose and credibility of a speaker.

**SUPPORTING STANDARDS**

- 10.10 Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.
- 10.20 Adapt speech to purpose and audience in a variety of contexts and tasks, demonstrating command of formal English conventions as indicated or appropriate.

KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Speech Outlines	Organize persuasive details	Apply	C	ORG 402,502, 602
Non-verbal cues		Apply	B	
		Create	D	ORG 501, 601

**KEY COMPONENTS**

**LEARNING TARGETS (incremental learning target by week)**

- Week 1: Decide on topic, gather information, create outline
- Week 2: Practice breath support and posture, present speeches

**KEY VOCABULARY**

- Non-verbal cues
- Posture

- Articulation
- Diaphragm

**ESSENTIAL QUESTION(S)**

- What is the most important thing you were taught as a child you still carry with you today?

**PRIOR KNOWLEDGE**

- How to project
- Articulation

**FORMATIVE ASSESSMENT**

**SUMMATIVE ASSESSMENT**

<b>Speech Outline</b> Labeled breath support	<b>Present speech</b>
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**ACTIVITIES & RESOURCES**

<b>Speech rubric</b> Research notecards
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<b>RTI</b> One-on-one with teacher	<b>EXTENSION OPPORTUNITIES</b> Create visual or audio aids for speech presentations
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<b>UNIT 16: Portfolio</b>	<b>DURATION: 3 weeks</b>
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**CONTENT STANDARDS**

<b>PRIORITY STANDARDS</b> •	<b>SUPPORTING STANDARDS</b> •
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KNOWLEDGE (students need to know):	SKILLS (students need to be able to do):	BLOOM'S TAXONOMY	QUAD	ACT
Purpose of a portfolio (personal)	Create a portfolio theme.	Understand	B	
	Select texts and writing samples to be included in portfolio	Create	D	
	Revise samples to correlate with theme of portfolio	Evaluate	D	
		Evaluate	D	

**KEY COMPONENTS**

<b>LEARNING TARGETS (incremental learning target by week)</b> <ul style="list-style-type: none"> <li>Week 1: Identify theme of portfolio, identify texts and writing</li> <li>Week 2: Revise writing samples, add additional selections</li> <li>Week 3: Organize and create forward for portfolio</li> </ul>	<b>KEY VOCABULARY</b> <ul style="list-style-type: none"> <li>Portfolio</li> <li>Theme</li> </ul>	<ul style="list-style-type: none"> <li>Collection</li> <li>Anthology</li> </ul>
<b>ESSENTIAL QUESTION(S)</b> <ul style="list-style-type: none"> <li>Why is it important to express yourself through literature and writing?</li> </ul>	<b>PRIOR KNOWLEDGE</b> <ul style="list-style-type: none"> <li>Identifying key terms</li> <li>Figurative Language</li> <li>Parts of an essay</li> <li>Identify types of literature</li> </ul>	

<b>FORMATIVE ASSESSMENT</b>	<b>SUMMATIVE ASSESSMENT</b>
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List of selections Exit Slip stating theme of portfolio	Completed portfolio
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**ACTIVITIES & RESOURCES**

Various texts  
Various Writing Samples

RTI Peer Tutor Small Group	<b>EXTENSION OPPORTUNITIES</b> Create illustrations for selections used.
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**Recurring Standards**  
*These standards are integral to ELA and are emphasized in multiple grade levels. Students must utilize these necessary skills daily as they build their knowledge base, strengthen existing abilities, and strive to master each grade level's standards.*

- R1. Read a variety of print and nonprint documents to acquire new information and respond to the needs and demands of society and the workplace.
  - Examples: emails, directions, diagrams, charts, other common workplace documents
- R2. Read and comprehend a variety of literary texts to develop a literal and figurative understanding as appropriate to the type of text, purpose, and situation.
  - Examples: short and long prose texts, poetry, dramas
- R3. Utilize active listening skills in formal and informal conversations, following predetermined norms. Expression
- R4. Use digital and electronic tools appropriately, safely, and ethically.
- R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.
- R6. Employ conventions of grammar, mechanics, and usage in order to communicate effectively with a target audience.
  - Examples: punctuation, capitalization, spelling, effective sentence structure, appropriate formality of language
- R7. Use context clues to determine meanings of unfamiliar spoken or written words.

Knowledge - Students need to know...  ●	Skills - Students need to be able to do...  ●
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Learning Targets ●	Bloom's Taxonomy:	Quad:
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<b>Key Vocabulary:</b> •	<b>Examples, Activities, &amp; Helpful Resources:</b>	