|  |
| --- |
| Grade 10, Unit 1 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| The Fall of the House of UsherEdgar Allan Poe | Short Story | Literary Style:Gothic literature | Words that convey decay or destruction:AnnihilateAntiquityFissureDissolutionRendingTumultuous | Denotation and Connotation | Conventions: Sentence StructureIndependent clauseDependent, or subordinate, clause |  |  |
| Standards |  | RL.9-10.1RL.9-10.5 |  | L.9-10.5L.9-10.5.b | L.9-10.1L.9-10.1.b |  |  |
| House Taken OverJulio Cortázar | Short Story | Literary Style:Magical realismTone | Words that express different types of emptiness, including those of emotion, sound, and space:spacious unvoicedobscurerecessedvestibulemuffled | Patterns of Word Changes | Conventions: Types of Phrases: Preposition, Prepositional phrases |  |  |
| Standards |  | RL.9-10.5RL.9-10.6 |  | L.9-10.4.bL.9-10.5 | L.9-10.1L.9-10.1.b |  |  |
| Writing to Compare (The Fall of the House of Usher and House Taken Over) |  |  |  |  |  | Explanatory Essay |  |
| Standards |  |  |  |  |  | RL.5W.9-10.2W.9-10.9W.9-10.9.a |  |
| *from* How to Tell You’re Reading a Gothic NovelAdam Frost and Zhenia Vasiliev | Informational Graphic |  | Words that relate to different elements of Gothic literature:ReclusiveSinisterEthereal |  |  |  | Informational graphic |
| Standards |  |  | RI.9-10.1 |  |  |  | SL.9-10.2SL.9-10.4SL.9-10.5 |
| Performance Task: Writing Focus |
| Write an Explanatory EssayPrompt: How and when does imagination overcome reason?Language Development: Descriptive Details | Standards: W.9-10.2.a-f, W.9-10.3, W.9-10.3.d, W.9-10.4, W.9-10.5, W.9-10.9, W.9-10.10 |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Language Development:Conventions or Style | Effective Expression:WritingSpeaking and ListeningResearch |
| Where Is Here?Joyce Carol Oates | Short Story | Context clues | Modern Gothic | Words that describe personalities:gregariousamiablystoical | Suffix -ly | Author's Style: Character Development | Writing: Option 1: prequelOption 2: sequelOption 3: police report |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.5 |  | L.9-10.2.cL.9-10.4.b | RL.9-10.3 | W.9-10.3 |
| *from* The Dream CollectorArthur Tress | Photo Gallery |  |  | Media vocabulary:compositionlocationsubjectlighting and colorperspective or angle |  |  | Speaking and Listening: VisualPresentation |
| Standards |  |  |  | L.9-10.6 |  |  | SL.9-10.5SL.9-10.6 |
| Why Do Some Brains Enjoy Fear?Allegra Ringo | Interview | Familiar Word Parts | Author's Claims: Interview | Words all related to human responses, thoughts, and feelings:StimulusDissonanceCognitive | Patterns of Word Changes | Author’s Style: Scientific and Technical Diction | Research: Digital Presentation |
| Standards |  | L.9-10.4L.9-10.4.b | RI.9-10.3 |  | L.9-10.6L.9-10.4.b | RI.9-10.4 | SL.9-10.5W.9-10.7 |
| Beware: Do Not Read This PoemIshmael ReedThe RavenEdgar Allan PoeWindigoLouise Erdrich | Poetry Collection | Familiar Word Parts | Development of Theme:Narrative poem SpeakerToneThemeImagery | Words related to efforts to influence others:EntreatingImploreBeguiling | Anglo-Saxon Prefix be- | Author's Style: Point of ViewFirst-Person Point of ViewOmniscient Point of View | Group Presentation |
| Standards |  | L.9-10.4L.9-10.4.b | RL.9-10.2 |  | L.9-10.4L.9-10.4.b | RL.9-10.5 | SL.9-10.1SL.9-10.6 |
| Performance Task: Speaking and Listening Focus |
| Deliver an Explanatory PresentationPrompt: In literature, how does a sense of uncertainty help to create an atmosphere of fear? | Standards: SL.9-10.1, SL.9-10.1.b, SL.9-10.4, SL.9-10.5, SL.9-10.6 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Explanatory EssayWriting Prompt: In what ways does transformation play a role in stories meant to scare us?Speaking and Listening Outcome: Informal Talk | Standards: W.9-10.2.a–f, W.9-10.9, W.9-10.10, SL.9-10.4.a |

|  |
| --- |
| Grade 10, Unit 2 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| The MetamorphosisFranz Kafka, translated by Ian Johnston | Short Story | Literary Movement: ModernismAbsurdist LiteratureAmbiguityFantastic/Dreamlike EventsThemes of Alienation | Words related to discomfort:Distress Amelioration Aversion Asphyxiation Listlessly Travail | Denotation and Connotation | Conventions: Types of PhrasesVerb Phrase | Writing to Sources: Movie Pitch | Speaking and Listening: Debate |
| Standards |  | RL.9-10.5 |  | RI.9-10.4L.9-10.5L.9-10.5.b | L.9-10.1L.9-10.1.b | W.9-10.1W.9-10.4 | SL.9-10.1SL.9-10.3SL.9-10.6 |
| Franz Kafka and MetamorphosisBBC | Video |  | Media Vocabulary:Stock FootageSilhouetteCommentatorsBackground MusicEditing |  |  | Visual Analysis | Discussion |
| Standards |  |  | RI.9-10.1L.9-10.6 |  |  | W.9-10.2  | SL.9-10.4 |
| Performance Task: Writing Focus |
| Write an ArgumentPrompt: Are outsiders simply those who are misjudged or misunderstood?Language Development: Create Cohesion: transitions | Standards: W.9-10.1.a-e, W.9-10.3.a, W.9-10.5, W.9-10.10, L.9-10.3.a |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Style | Writing,Speaking and Listening, orResearch |
| The Doll’s HouseKatherine Mansfield | Short Story | Context clues | Symbol and Theme | Words that relate to hostile actions:sneeredspitefullyshunned | Words with Multiple Suffixes | Author’s Style: Diction and SyntaxDictionSyntaxTone | Writing to Sources: Response to LiteratureCharacter analysisCompositionCritical response |
| Standards |  | L.9-10.4.aL.9-10.4.d | RL.9-10.2 |  | L.9-10.4.b | RL.9-10.4 | W.9-10.1 |
| Sonnet with BirdSherman Alexie EllipticalHarryette MullenFencesPat Mora | Poetry Collection | Base Words | Poetic Forms:Free VerseEnd-stopped linesEnjambment linesProse Poem | Words related to relationships among different social groups:entitledperspectiveinteractions | Latin Prefix en- | Author's Style: Sonnet | Speaking and Listening: Poetry Reading |
| Standards |  | L.9-10.4.aL.9-10.4.b | RL.9-10.5 |  | L.9-10.4.bL.9-10.4.c | RL.9-10.5RL.9-10.9 | SL.9-10.4.b |
| Revenge of the GeeksAlexandra Robbins | Argument | Context clues | Reasoning and Evidence:ArgumentClaimEvidenceVarietyCredibilityRelevance | Words all associated with vulnerability:MarginalizePariahBigotry | Denotations and Connotations | Author’s Style: Parallel Structure | Speaking and Listening: Multi-Media Presentation Informational videoSocial media campaignPoster |
| Standards |  | L.9-10.4.aL.9-10.4.d | RI.9-10.8 |  | L.9-10.4L.9-10.5L.9-10.5.b | L.9-10.1.L.9-10.3 | SL.9-10.4SL.9-10.5SL.9-10.1.b |
| Encountering the Other: The Challenge for the 21st CenturyRyszard Kapuscinski | Lecture | Base Words | Literary NonfictionLectureIntroductionRhetorical questionDiscussionRepetitionConclusion | Words that can be used in a discussion of attitudes and belief systems that alienate people from each other:DoctrineTotalitarianIdeologies | Greek Root: -log- | Conventions: Types of PhrasesInfinitive Infinitive phrase | Research:Digital PresentationIllustrated TimelineSlide showVideo |
| Standards |  | L.9-10.4L.9-10.4.b | RI.9-10.2RI.9-10.5 |  | L.9-10.4.b | L.9-10.1.b | W.9-10.6W.9-10.8 |
| Performance Task: Speaking and Listening Focus |
| Deliver a Multimedia PresentationPrompt: Is difference a weakness? Is sameness a strength? | Standards: SL.9-10.4, SL.9-10.5, SL.9-10.1.b |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: ArgumentWriting Prompt: Is the experience of being an outsider universal?Speaking and Listening Outcome: Oral Presentation | Standards: W.9-10.1.a-e, W.9-10.9, W.9-10.10, SL.9-10.4 |

|  |
| --- |
| Grade 10, Unit 3 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept / Media Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| *from* The "Four Freedoms" SpeechFranklin D. Roosevelt | Speech | Seminal Documents: Persuasive Appeals Central ideaPersuasive appealsAppeals to logicAppeals to emotionAppeals to authorityLogical fallacy  | Words that relate to conflicts between or among nations or other political groups:PacificationDisarmamentAppeasement TreacheryPropagandaTyranny | Latin Root -pac- | Conventions: Types of PhrasesNoun phrase |  |  |
| Standards |  | RI.9-10.2RI.9-10.6RI.9-10.8RI.9-10.9SL.9-10.3 |  | L.9-10.4.bL.9-10.4.d | L.9-10.1.bL.9-10.1L.9-10.4 |  |  |
| Inaugural AddressJohn F. Kennedy | Speech | Seminal Documents: Emotional AppealsPersuasionCharged LanguageRestatement | Words that relate to instances of physical or verbal confrontation:InvectiveBelaboringInvokeBeachheadRevolutionAsunder | Latin Roots:-vol- and -volut- | Author's Style: Use of LanguageRhetorical DevicesRepetitionParallelismAnaphoraAntithesis |  |  |
| Standards |  | RI.9-10.1RI.9-10.2RI.9-10.6RI.9-10.9 |  | L.9-10.4.bL.9-10.4.c | RI.9-10.L.9-10.1.a |  |  |
| Writing to Compare(from The “Four Freedoms” Speech and Inaugural Address) |  |  |  |  |  | Comparison-and-contrast essay: Historical context |  |
| Standards |  |  |  |  |  | RI.9W.9-10.2W.9-10.9.b |  |
| Inaugural AddressJohn F. Kennedy | Video |  | Media Vocabulary:ToneInflectionGestureEnunciation |  |  | News report | Newscast |
| Standards |  |  | L.9-10.6 |  |  |  | SL.9-10.3 SL.9-10.6 |
| Performance Task: Writing Focus |
| Write an Informative EssayPrompt: What can one person do to defend the human rights of all people?Language Development: Style | Standards: W.9-10.2.a-f, W.9-10.5, W.9-10.2.7, W.9-10.8, W.9-10.10, L.9-10.1, L.9-10.2, L.9-10.2.c |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing,Speaking and Listening, orResearch |
| Speech at the United NationsMalala Yousafzai | Speech | Familiar Word Parts | Author’s Purpose: Rhetorical DevicesEvidenceAnecdoteProverbExamples | Words related to the pursuit of human rights:BeneficentEnvoyInitiative | Latin Root:-bene- | Conventions: Types of clausesAdverbial clauseSubordinating conjunctions |  |
| Standards |  | L.9-10.4.b | RI.9-10.2RI.9-10.6 |  | L.9-10.4.b | L.9-10.1.b |  |
| Diane Sawyer Interviews Malala YousafzaiABC News | Interview |  |  | Media Vocabulary:Lead-InClose-Up ShotSlant |  |  | Writing to Compare: Explanatory Essay |
| Standards |  |  |  | L.9-10.6RI.9-10.1 |  |  | RI.9-10.7W.9-10.2W.9-10.9.b |
| Caged BirdMaya AngelouSome Advice to Those Who Will Serve Time in PrisonNazim Hikmet, translated by Randy Blasing and Mutlu Konuk | Poetry Collection | Context Clues | Author's Choices: Figurative LanguageSimileMetaphorExtended metaphor | Words that have multiple meanings:CurrentTrillFlurry | Multiple Meaning Words | Author’s Style: Specific DetailsImageImagery | Writing: Poem |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.1RL.9-10.4RL.9-10.6 |  | L.9-10.4 | RL.9-10.4 | W.9-10.3.d W.9-10.3 |
| The CensorsLuisa Valenzuela, translated by David Unger | Short Story | Context Clues | Author’s Choices: SatireSocial commentaryTone | Words that relate to the idea of secretly fighting back against something or working against somethingSabotageInterceptSubversive | Latin Prefix:sub- | Author's Style: Word Choicehyperbolecolloquial language | Speaking and Listening: Small-Group Discussion |
| Standards |  | L.9-10.4.aL.9-10.4.d | RL.9-10.4RL.9-10.6 |  | L.9-10.4.bL.9-10.4.d | RL.9-10.4 | SL.9-10.1L.9-10.5.a |
| *from* Freedom of the Press Report 2015Freedom House | Informational Graphic |  |  | Media Vocabulary:InfographicBar Graph Line GraphPie Chart |  |  | Research: Infographic |
| Standards |  |  |  | L.9-10.6RI.5.a |  |  | W.9-10.6SL.9-10.4SL.9-10.5SL.9-10.1.b |
| Performance Task: Speaking and Listening Focus |
| Deliver a Multimedia PresentationPrompt: When, if ever, are limits on freedom necessary? | Standards: SL.9-10.4, SL.9-10.1.a, SL.9-10.1.b, SL.9-10.5, SL.9-10.6 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Informative EssayWriting Prompt: What does it mean to "be free"?Speaking and Listening Outcome: Multimedia Presentation | Standards: W.9-10.2a-f, W.9-10.9, W.9-10.10, SL.9-10.4, SL.9-10.5, SL.9-10.6 |

|  |
| --- |
| Grade 10, Unit 4 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| The NecklaceGuy de Maupassant, translated by Andrew MacAndrew | Short Story | Literary Devices:IronySituational ironySurprise ending | Words all related to elegance or high social status:RefinementSupplenessResplendentHomageGallantriesExquisite | Latin root *-splend-* | Conventions: PunctuationSemicolonConjunctive adverbTransitional expression | Diary Entry | Monologue |
| Standards |  | RL.9-10.5 |   | L.9-10.4.bL.9-10.4.c | L.9-10.2L.9-10.2.a | W.9-10.2 | SL.9-10.4.bSL.9-10.6 |
| Civil PeaceChinua Achebe | Short Story | Development of ThemeTheme SettingHistorical and cultural contextCharactersPlot developmentDescriptionJuxtaposition | Words that relate to fortune, good or bad:AmenableSurrenderInfluenceBlessingsWindfallInestimable | Compound nouns  | Author's Style: Character DevelopmentDialect | Character Analysis | Oral Interpretation |
| Standards |  | RL.9-10.1RL.9-10.2RL.9-10.3RL.9-10.5 | L.9-10.2.c, L.9-10.3  | L.9-10.2L.9-10.3 | RL.9-10.2RL.9-10.3L.9-10.2L.9-10.2.c | W.9-10.2 | SL.9-10.4SL.9-10.4.b |
| Fit for a King: Treasures of Tutankhamun  | Photo Essay |  | TechnicalVocabulary:EgyptologyArtifactIconographyContext |  |  |  | Photojournalism |
| Standards |  |  | L.9-10.6 |  |  |  | SL.9-10.5W.9-10.6 |
| Performance Task: Writing Focus |
| Write an Informative EssayPrompt: What makes something valuable? What makes something a treasure?Language Development: Conjunctive Adverbs and Semicolons | Standards: W.9-10.2.a-f, W.9-10.5, W.9-10.10, L.9-10.2, L.9-10.2.a |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Style | Writing,Speaking and Listening, orResearch |
| In La Rinconada, Peru, Searching for Beauty in UglinessMarie Arana | Journalism | Base Words | Literary Journalism | Words associated with exploiting the land:MaraudingIntemperateDespoiled | Latin Root *-tempor-* and *-temper-* | Author's Style: Word ChoiceImagerySensory details | Research: Multimedia Presentation |
| Standards |  | L.9-10.4L.9-10.4.b | RI.9-10.6 |  | L.9-10.4.b | RI.9-10.4RI.9-10.5 | W.9-10.6SL.9-10.4.aSL.9-10.5 |
| AvariceYusef KomunyakaaThe Good LifeTracy K. SmithMoneyReginald Gibbons | Poetry Collection | Context Clues | Author’s Choices: Speaker and Point of ViewSpeakerFirst-Person Point of ViewThird-Person Point of ViewOmniscientLimited third-personTone | Words related to wanting something you don’t have:AvariceNeedyDesperate | Connotation and Denotation | Author’s Style: Poetic LanguageSound devicesAlliterationConsonance | Writing to Sources: Short Story |
| Standards |  | L.9-10.4L.9-10.4.aL.9-10.4.d | RL.9-10.4RL.9-10.5 |  | L.9-10.5L.9-10.5.b | RL.9-10.4 | W.9-10.3 |
| The Golden TouchNathaniel Hawthorne | Short Story | Context Clues | Narrative StructureConflictPlotExpositionRising ActionInciting incidentClimaxFalling ActionResolution | Words relating to gold/riches:Burnished Lustrous Gilded | Latin Root: *-lus-* | Conventions: Types of ClausesNoun clause |  |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.5 | L.9-10.4 | L.9-10.4.cL.9-10.4.b | L.9-10.1.bL.9-10.1 |  |
| *from* King MidasHoward Moss | Poetry | Context Clues | Author’s Choices: Poetic Structure Stanza RhymeExact rhymeSlant rhymeRhyme schemeEnd rhyme | Words all related to something solid:MailObdurateOre | Latin Root: *-dur-* | Author’s Style: Author’s Choices: Poetic StructureMeterFootIambEnjambment |  |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.5 | L.9-10.4.b | L.9-10.4.b | RL.9-10.5 |  |
| Writing to Compare (The Golden Touch and from King Midas) |  |  |  |  |  |  | Compare-and-contrast essay |
| Standards |  |  |  |  |  |  | RL.9-10.7, RL.9-10.9, W.9-10.9.a |
| The Thrill of the ChaseMargie Goldsmith | Magazine Article | Context Clues | Literary Nonfiction: Feature Story Title Introduction Body Conclusion | Words that can be used when discussing objects of value:ArtifactsLegacyMarvel | Latin root: *-fac-* | Author's Style: Sentence VarietyLong sentencesShort sentencesVaried sentence lengths | Speaking and Listening: Debate |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.5 |  | L.9-10.4.bL.9-10.5 | RI.9-10.5 | SL.9-10.1.aSL.9-10.1.cSL.9-10.1.d  |
| Performance Task: Speaking and Listening Focus |
| Deliver a Multimedia PresentationPrompt: In what ways can material possessions create both a sense of comfort and a sense of anxiety?  | Standards: SL.9-10.4, SL.9-10.4.a, SL.9-10.5 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Informative EssayWriting Prompt: How do we decide what we want versus what we need? What can result from an imbalance between want and need?Speaking and Listening Outcome:: Oral Presentation | Standards: W.9-10.2.a-f, W.9-10.10, SL.9-10.4, SL.9-10.4.a |

|  |
| --- |
| Grade 10, Unit 5 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| The Tempest, Act 1William Shakespeare | Drama | Shakespeare’s Romances TragedyComedyRomance | Words that all relate to betrayal:PerfidiousTreacherousUsurp | Suffix: *–ous* |  | Paraphrasing |  |
| Standards |  | RL.9-10.10 |  | RL.9-10.1L.9-10.4.b |  | W.9-10.4 |  |
| The Tempest, Act IIWilliam Shakespeare | Drama | Poetic StructuresBlank Verse Iambic Pentameter | Words that relate to the transfer of power from one generation to the next:SupplantSuccessionHeir | Latin Prefix *sub-*  | Author's Style: Word ChoiceCharacterizationDiction |  |  |
| Standards |  | RL.9-10.5 |  | L.9-10.4.bL.9-10.4.cRL.9-10.1 | RL.9-10.3RL.9-10.4 |  |  |
| The Tempest, Act IIIWilliam Shakespeare | Drama | Dramatic StructurePlotSubplots | Words that relate to strength and bravery:ValiantValourInvulnerable Vigilance | Latin root *-val-* |  |  | Dramatic Reading |
| Standards |  | RL.9-10.5RL.9-10.2 |  | L.9-10.4.bRL.9-10.1 |  |  | SL.9-10.6SL.9-10.4.b |
| The Tempest, Act IVWilliam Shakespeare | Drama | Dramatic StructureDramatic speechesMonologue SoliloquyAside  | Words that relate to beginning something new and making an effort:Opportune Industrious Incite | Etymology | Author’s Style: Motif |  |  |
| Standards |  | RL.9-10.5 |  | L.9-10.4L.9-10.4.c | RL.9-10.4 |  |  |
| The Tempest, Act VWilliam Shakespeare | Drama | Plot StructureResolutionEpilogue  | Words that relate to forgiveness and putting things right:PenitentPardonMercifulRectify | Latin root *-pen-* | Author’s Style: Poetic StructureRhyming coupletFull rhyme | Literary CriticismCritical essay | Oral Presentation |
| Standards |  | RL.9-10.5 |  | L.9-10.4.bL.9-10.4.c | RL.9-10.5 | W.9-10.1W.9-10.1.b | SL.9-10.3SL.9-10.6 |
| En El Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His ReflectionVirgil SuárezCalibanJ. P. Dancing Bear | Poetry Collection |  | Words that relate to physical damage:SwollenScarredCartilageWeltSliverClench |  |  | Writing to Compare:Comparison-and-contrast essay |  |
| Standards |  |  | L.9-10.5L.9-10.6 |  |  | RL.9-10.9W.9-10.2W.9-10.9.a |  |
| Performance Task: Writing Focus |
| Write an ArgumentPrompt: Is there more value in vengeance or virtue (forgiveness)?Language Development: Conventions: Quotations and Paraphrases | Standards: W.9-10.1.a-e, W.9-10.4, W.9-10.9, W.9-10.10, L.9-10.1.b |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Style | Writing,Speaking and Listening, or Research |
| They are Hostile NationsMargaret AtwoodUnder A Certain Little StarWisława Szymborska, translated by Joanna Trzeciak | Poetry Collection | Context Clues | Speaker ToneThemeAudience | Words can be used to describe something or someone who is the recipient of someone else’s vengeanceHoundedTargetVulnerable | Animal Words | Author's Style: Apostrophe | Writing to Sources: Poem |
| Standards |  | L.9-10.4.a | RL.9-10.2 |  | L.9-10.6 | RL.9-10.4 | W.9-10.4W.9-10.5 |
| Let South Africa Show the World How to Forgive Desmond Tutu | Speech | Familiar Word Parts | Persuasive TechniquesAnecdotes | Words that have to do with government that involves people working together:DemocraticInterdependenceCommunal | Greek Root Word: *kratos* | Conventions: Types of ClausesRelative clauseRelative pronouns | Research: multimedia presentationInformational slideshowIllustrated timelineWebsite |
| Standards |  | L.9-10.4.b | RI.9-10.2 |  | L.9-10.4.bL.9-10.4.c | L.9-10.1.bL.9-10.1 | W.9-10.6W.9-10.7 |
| Performance Task: Speaking and Listening Focus |
| Present an ArgumentPrompt: Does forgiveness first require an apology? | Standards: SL.9-10.1.a, SL.9-10.1.c, SL.9-10.1.d, SL.9-10.4 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: ArgumentWriting Prompt: Can justice and forgiveness go hand in hand?Speaking and Listening Outcome: Speech | Standards: W.9-10.1.a-e, W.9-10.9. W.9-10.10, SL.9-10.4 |

|  |
| --- |
| Grade 10, Unit 6 |
| Whole-Class Learning |
| Title and Author | Genre | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Author’s Style | Writing to Sources | Speaking and Listening |
| Oedipus the King, Part 1Sophocles, translated by Nicholas Rudall | Drama | Structure of Greek PlaysVerse DramaPrologueChorusParadosEpisodeOdesPaeanExodos | Words that relate to official pronouncements:Edicts DecreeProclamation | Latin Root -*dict-*  | Author's Style:Greek Chorus StropheAntistropheEpodeChoragos |  |  |
| Standards |  | RL.9-10.5 |  | L.9-10.4.bL.9-10.4.c | RL.9-10.5 |  |  |
| Oedipus the King, Part 2Sophocles, translated by Nicholas Rudall | Drama | Elements of Greek TragedyTragedyTragic heroProtagonistHamartiaAntagonistDramatic irony | Words relate to predicting and experiencing the futureProphecyOracleInexorable | Connotation and Denotation | Author's Style:Rhetorical Devices: Anaphora | Dialogue | Critique |
| Standards |  | RL.9-10.5 | L.9-10.4.cL.9-10.5 | L.9-10.5.b | RL.9-10.5L.9-10.5 | W.9-10.3W.9-10.4W.9-10.3.b | RL.9-10.7W.9-10.1W.9-10.9.aSL.9-10.1.d |
| Performance Task: Writing Focus |
| Write a Nonfiction NarrativePrompt: Can we see ourselves as clearly as others see us?Language Development: Sentence Structure | Standards: W.9-10.3.a-e, W.9-10.10, L.9-10.1.b, L.9-10.2, L.9-10.2.a, L.9-10.2.c, L.9-10.4.c L.9-10.5 |
| Small-Group Learning |
| Title and Author | Genre | Prereading Vocabulary Skill | Analyze Craft and Structure | Concept Vocabulary | Word Study | Conventions or Style | WritingSpeaking and ListeningResearch |
| A View from the Empire State BuildingHelen Keller | Letter | Familiar Word Parts | Author’s Choices: Word ChoiceFigurative languageMetaphorSimileHyperbolePersonification | Words describe superlative powerUnconquerableDominatingIndomitable | Latin Root -dom- | Conventions: Types of phrasesPrepositional phraseAdverbial phrase | Research: Group PresentationPhoto essayAllusionRadio interview |
| Standards |  | L.9-10.4L.9-10.4.b | RI.9-10.4L.9-10.5L.9-10.5.a | L.9-10.4 | L.9-10.4.b | L.9-10.1.bL.9-10.1 | W.9-10.6W.9-10.7SL.9-10.2 |
| BlindFatima Naoot, translated by Kees Nijland Blind Seer of AlbonW. S. Merwin On His BlindnessJorge Luis Borges, translated by Robert Mezey | Poetry Collection | Context Clues | Figurative LanguageAnalogy Theme | Words that describe the spectrum of life:TranscendLuminousElemental | Latin Root-lum- | Author’s Style: Word Choice and MeaningImagerySensory detailsJuxtapositionOxymoron | Speaking and Listening: Oral PresentationRecitationParaphraseRound-table discussion |
| Standards |  | L.9-10.4L.9-10.4.a | RL.9-10.2RL.9-10.4L.9-10.5L.9-10.5.a | L.9-10.4 | L.9-10.4.b | RL.9-10.4RL.9-10.2L.9-10.5L.9-10.5.a | SL.9-10.1SL.9-10.3SL.9-10.4 |
| The Country of the BlindH. G. Wells | Short Story | Base Words | Narrative StructurePlotConflictExpositionRising actionClimaxFalling actionResolution | Words that describe confusion:Incoherent Perplexity Delusions | Latin Root -ludere- | Author's Style:Narrative PacingPaceMood | Writing to Sources: ResponseResponse to the storyRetellingCharacter descriptionDialogue |
| Standards |  | L.9-10.4.bL.9-10.4.d | RL.9-10.5 |   | L.9-10.4.bL.9-10.4.c | RL.9-10.5 | W.9-10.3SL.9-10.1.a |
| The Neglected Senses *from* For the Benefit of Those Who See Rosemary Mahoney  | Memoir | Context Clues | Development of ideas | Words related to the idea of movement or traveling through an environment:TraversedNavigatingPeriphery | Latin Root -vers--vert- | Conventions: Types of phrasesPrepositional phraseAdjectival phrase | Speaking and Listening:Oral Presentation |
| Standards |  | L.9-10.4L.9-10.4.a | RI.9-10.5 |  | L.9-10.4.b | L.9-10.1L.9-10.1.b | SL.9-10.1SL.9-10.4.a |
| Performance Task: Speaking and Listening Focus |
| Present an Oral RetellingPrompt: Can one have sight but no vision, or vision but no sight? | Standards: SL.9-10.4, SL.9-10.4.b, SL.9-10.5 |
| End-of-Unit Performance-Based Assessment |
| Writing to Sources: Nonfiction NarrativePrompt: Is there a difference between seeing and knowing?Speaking and Listening Outcome: Storytelling | Standards: W.9-10.3.a-e, W.9-10.10, SL.9-10.1, SL.9-10.1.a, SL.9-10.5, SL.9-10.6 |