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| 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 Usher  Edgar Allan Poe | Short Story | Literary Style:  Gothic literature | Words that convey decay or destruction:  Annihilate Antiquity Fissure Dissolution Rending Tumultuous | Denotation and Connotation | Conventions: Sentence Structure  Independent clause  Dependent, or subordinate, clause |  |  |
| Standards |  | RL.9-10.1  RL.9-10.5 |  | L.9-10.5  L.9-10.5.b | L.9-10.1  L.9-10.1.b |  |  |
| House Taken Over  Julio Cortázar | Short Story | Literary Style:  Magical realism  Tone | Words that express different types of emptiness, including those of emotion, sound, and space:  spacious  unvoiced obscure recessed vestibule muffled | Patterns of Word Changes | Conventions: Types of Phrases:  Preposition, Prepositional phrases |  |  |
| Standards |  | RL.9-10.5  RL.9-10.6 |  | L.9-10.4.b  L.9-10.5 | L.9-10.1  L.9-10.1.b |  |  |
| Writing to Compare (The Fall of the House of Usher and House Taken Over) |  |  |  |  |  | Explanatory Essay |  |
| Standards |  |  |  |  |  | RL.5  W.9-10.2  W.9-10.9  W.9-10.9.a |  |
| *from* How to Tell You’re Reading a Gothic Novel  Adam Frost and Zhenia Vasiliev | Informational Graphic |  | Words that relate to different elements of Gothic literature:  Reclusive Sinister Ethereal |  |  |  | Informational graphic |
| Standards |  |  | RI.9-10.1 |  |  |  | SL.9-10.2  SL.9-10.4  SL.9-10.5 |
| Performance Task: Writing Focus | | | | | | | |
| Write an Explanatory Essay Prompt: 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: Writing Speaking and Listening Research |
| Where Is Here?  Joyce Carol Oates | Short Story | Context clues | Modern Gothic | Words that describe personalities:  gregarious amiably stoical | Suffix -ly | Author's Style: Character Development | Writing:  Option 1: prequel Option 2: sequel Option 3: police report |
| Standards |  | L.9-10.4  L.9-10.4.a | RL.9-10.5 |  | L.9-10.2.c  L.9-10.4.b | RL.9-10.3 | W.9-10.3 |
| *from* The Dream Collector  Arthur Tress | Photo Gallery |  |  | Media vocabulary:  composition location subject lighting and color perspective or angle |  |  | Speaking and Listening:  Visual Presentation |
| Standards |  |  |  | L.9-10.6 |  |  | SL.9-10.5  SL.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:  Stimulus Dissonance Cognitive | Patterns of Word Changes | Author’s Style: Scientific and Technical Diction | Research:  Digital Presentation |
| Standards |  | L.9-10.4  L.9-10.4.b | RI.9-10.3 |  | L.9-10.6  L.9-10.4.b | RI.9-10.4 | SL.9-10.5  W.9-10.7 |
| Beware: Do Not Read This Poem  Ishmael Reed  The Raven  Edgar Allan Poe  Windigo  Louise Erdrich | Poetry Collection | Familiar Word Parts | Development of Theme:  Narrative poem Speaker  Tone  Theme  Imagery | Words related to efforts to influence others:  Entreating Implore Beguiling | Anglo-Saxon Prefix be- | Author's Style: Point of View  First-Person Point of View Omniscient Point of View | Group Presentation |
| Standards |  | L.9-10.4  L.9-10.4.b | RL.9-10.2 |  | L.9-10.4  L.9-10.4.b | RL.9-10.5 | SL.9-10.1  SL.9-10.6 |
| Performance Task: Speaking and Listening Focus | | | | | | | |
| Deliver an Explanatory Presentation Prompt: 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 Essay Writing 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 | | | |

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| 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 Metamorphosis  Franz Kafka, translated by Ian Johnston | Short Story | Literary Movement: Modernism  Absurdist Literature Ambiguity Fantastic/Dreamlike Events Themes of Alienation | Words related to discomfort:  Distress Amelioration Aversion Asphyxiation Listlessly Travail | | Denotation and Connotation | Conventions: Types of Phrases  Verb Phrase | Writing to Sources: Movie Pitch | Speaking and Listening: Debate |
| Standards |  | RL.9-10.5 |  | | RI.9-10.4  L.9-10.5  L.9-10.5.b | L.9-10.1  L.9-10.1.b | W.9-10.1  W.9-10.4 | SL.9-10.1  SL.9-10.3  SL.9-10.6 |
| Franz Kafka and Metamorphosis  BBC | Video |  | Media Vocabulary:  Stock Footage  Silhouette  Commentators  Background Music  Editing | |  |  | Visual Analysis | Discussion |
| Standards |  |  | RI.9-10.1  L.9-10.6 | |  |  | W.9-10.2 | SL.9-10.4 |
| Performance Task: Writing Focus | | | | | | | | |
| Write an Argument Prompt: 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, or Research |
| The Doll’s House  Katherine Mansfield | Short Story | Context clues | Symbol and Theme | | Words that relate to hostile actions:  sneered spitefully shunned | Words with Multiple Suffixes | Author’s Style: Diction and Syntax  Diction  Syntax  Tone | Writing to Sources: Response to Literature  Character analysis  Composition  Critical response |
| Standards |  | L.9-10.4.a  L.9-10.4.d | RL.9-10.2 | |  | L.9-10.4.b | RL.9-10.4 | W.9-10.1 |
| Sonnet with Bird  Sherman Alexie  Elliptical  Harryette Mullen  Fences  Pat Mora | Poetry Collection | Base Words | Poetic Forms: Free Verse  End-stopped lines Enjambment lines Prose Poem | | Words related to relationships among different social groups:  entitled perspective interactions | Latin Prefix  en- | Author's Style: Sonnet | Speaking and Listening:  Poetry Reading |
| Standards |  | L.9-10.4.a  L.9-10.4.b | RL.9-10.5 | |  | L.9-10.4.b  L.9-10.4.c | RL.9-10.5  RL.9-10.9 | SL.9-10.4.b |
| Revenge of the Geeks  Alexandra Robbins | Argument | Context clues | Reasoning and Evidence:  Argument  Claim  Evidence  Variety  Credibility  Relevance | | Words all associated with vulnerability:  Marginalize Pariah Bigotry | Denotations and Connotations | Author’s Style: Parallel Structure | Speaking and Listening:  Multi-Media Presentation  Informational video  Social media campaign  Poster |
| Standards |  | L.9-10.4.a  L.9-10.4.d | RI.9-10.8 | |  | L.9-10.4  L.9-10.5  L.9-10.5.b | L.9-10.1.  L.9-10.3 | SL.9-10.4  SL.9-10.5  SL.9-10.1.b |
| Encountering the Other: The Challenge for the 21st Century  Ryszard Kapuscinski | Lecture | Base Words | Literary Nonfiction  Lecture  Introduction  Rhetorical question  Discussion  Repetition  Conclusion | | Words that can be used in a discussion of attitudes and belief systems that alienate people from each other:  Doctrine Totalitarian Ideologies | Greek Root:  -log- | Conventions:  Types of Phrases  Infinitive  Infinitive phrase | Research:  Digital Presentation  Illustrated Timeline  Slide show  Video |
| Standards |  | L.9-10.4  L.9-10.4.b | RI.9-10.2  RI.9-10.5 | |  | L.9-10.4.b | L.9-10.1.b | W.9-10.6  W.9-10.8 |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Deliver a Multimedia Presentation Prompt: 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: Argument Writing 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 | | | | |

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| 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" Speech  Franklin D. Roosevelt | Speech | Seminal Documents: Persuasive Appeals  Central idea  Persuasive appeals  Appeals to logic  Appeals to emotion  Appeals to authority  Logical fallacy | Words that relate to conflicts between or among nations or other political groups:  Pacification Disarmament Appeasement  Treachery Propaganda Tyranny | | | Latin Root  -pac- | Conventions: Types of Phrases  Noun phrase |  |  |
| Standards |  | RI.9-10.2  RI.9-10.6  RI.9-10.8  RI.9-10.9  SL.9-10.3 |  | | | L.9-10.4.b  L.9-10.4.d | L.9-10.1.b  L.9-10.1  L.9-10.4 |  |  |
| Inaugural Address  John F. Kennedy | Speech | Seminal Documents: Emotional Appeals  Persuasion  Charged Language  Restatement | Words that relate to instances of physical or verbal confrontation:  Invective Belaboring Invoke Beachhead Revolution Asunder | | | Latin Roots:  -vol- and -volut- | Author's Style: Use of Language  Rhetorical Devices Repetition  Parallelism  Anaphora  Antithesis |  |  |
| Standards |  | RI.9-10.1  RI.9-10.2  RI.9-10.6  RI.9-10.9 |  | | | L.9-10.4.b  L.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.9  W.9-10.2  W.9-10.9.b |  |
| Inaugural Address  John F. Kennedy | Video |  | Media Vocabulary:  Tone Inflection Gesture Enunciation | | |  |  | News report | Newscast |
| Standards |  |  | L.9-10.6 | | |  |  |  | SL.9-10.3 SL.9-10.6 |
| Performance Task: Writing Focus | | | | | | | | | |
| Write an Informative Essay Prompt: 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, or Research |
| Speech at the United Nations  Malala Yousafzai | Speech | Familiar Word Parts | Author’s Purpose: Rhetorical Devices  Evidence  Anecdote Proverb Examples | | | Words related to the pursuit of human rights:  Beneficent Envoy Initiative | Latin Root:  -bene- | Conventions: Types of clauses  Adverbial clause  Subordinating conjunctions |  |
| Standards |  | L.9-10.4.b | RI.9-10.2  RI.9-10.6 | | |  | L.9-10.4.b | L.9-10.1.b |  |
| Diane Sawyer Interviews Malala Yousafzai  ABC News | Interview |  |  | | | Media Vocabulary:  Lead-In Close-Up Shot Slant |  |  | Writing to Compare: Explanatory Essay |
| Standards |  |  |  | | | L.9-10.6  RI.9-10.1 |  |  | RI.9-10.7  W.9-10.2  W.9-10.9.b |
| Caged Bird  Maya Angelou  Some Advice to Those Who Will Serve Time in Prison  Nazim Hikmet, translated by Randy Blasing and Mutlu Konuk | Poetry Collection | Context Clues | Author's Choices: Figurative Language  Simile  Metaphor  Extended metaphor | | | Words that have multiple meanings:  Current Trill Flurry | Multiple Meaning Words | Author’s Style: Specific Details  Image  Imagery | Writing:  Poem |
| Standards |  | L.9-10.4  L.9-10.4.a | RL.9-10.1  RL.9-10.4  RL.9-10.6 | | |  | L.9-10.4 | RL.9-10.4 | W.9-10.3.d W.9-10.3 |
| The Censors  Luisa Valenzuela, translated by David Unger | Short Story | Context Clues | Author’s Choices: Satire  Social commentary  Tone | | | Words that relate to the idea of secretly fighting back against something or working against something  Sabotage Intercept Subversive | Latin Prefix:  sub- | Author's Style: Word Choice  hyperbole colloquial language | Speaking and Listening: Small-Group Discussion |
| Standards |  | L.9-10.4.a  L.9-10.4.d | RL.9-10.4  RL.9-10.6 | | |  | L.9-10.4.b  L.9-10.4.d | RL.9-10.4 | SL.9-10.1  L.9-10.5.a |
| *from* Freedom of the Press Report 2015  Freedom House | Informational Graphic |  |  | | | Media Vocabulary:  Infographic Bar Graph  Line Graph Pie Chart |  |  | Research: Infographic |
| Standards |  |  |  | | | L.9-10.6  RI.5.a |  |  | W.9-10.6  SL.9-10.4  SL.9-10.5  SL.9-10.1.b |
| Performance Task: Speaking and Listening Focus | | | | | | | | | |
| Deliver a Multimedia Presentation Prompt: 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 Essay Writing 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 | | | | | |

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| 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 Necklace  Guy de Maupassant, translated by Andrew MacAndrew | Short Story | | Literary Devices:  Irony Situational irony Surprise ending | | Words all related to elegance or high social status:  Refinement Suppleness Resplendent Homage Gallantries Exquisite | | Latin root *-splend-* | | | Conventions: Punctuation  Semicolon  Conjunctive adverb  Transitional expression | | Diary Entry | Monologue | |
| Standards |  | | RL.9-10.5 | |  | | L.9-10.4.b  L.9-10.4.c | | | L.9-10.2  L.9-10.2.a | | W.9-10.2 | SL.9-10.4.b  SL.9-10.6 | |
| Civil Peace  Chinua Achebe | Short Story | | Development of Theme  Theme  Setting  Historical and cultural context  Characters  Plot development  Description  Juxtaposition | | Words that relate to fortune, good or bad:  Amenable Surrender Influence Blessings Windfall Inestimable | | Compound nouns | | | Author's Style: Character Development  Dialect | | Character Analysis | Oral Interpretation | |
| Standards |  | | RL.9-10.1  RL.9-10.2  RL.9-10.3  RL.9-10.5 | | L.9-10.2.c, L.9-10.3 | | L.9-10.2  L.9-10.3 | | | RL.9-10.2  RL.9-10.3  L.9-10.2  L.9-10.2.c | | W.9-10.2 | SL.9-10.4  SL.9-10.4.b | |
| Fit for a King: Treasures of Tutankhamun | Photo Essay | |  | | Technical  Vocabulary:  Egyptology  Artifact  Iconography  Context | |  | | |  | |  | Photojournalism | |
| Standards |  | |  | | L.9-10.6 | |  | | |  | |  | SL.9-10.5  W.9-10.6 | |
| Performance Task: Writing Focus | | | | | | | | | | | | | | |
| Write an Informative Essay Prompt: 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, or Research |
| In La Rinconada, Peru, Searching for Beauty in Ugliness  Marie Arana | | Journalism | | Base Words | Literary Journalism | Words associated with exploiting the land:  Marauding Intemperate Despoiled | | | | | Latin Root  *-tempor-*  and *-temper-* | Author's Style:  Word Choice  Imagery  Sensory details | | Research: Multimedia Presentation |
| Standards | |  | | L.9-10.4  L.9-10.4.b | RI.9-10.6 |  | | | | | L.9-10.4.b | RI.9-10.4  RI.9-10.5 | | W.9-10.6  SL.9-10.4.a  SL.9-10.5 |
| Avarice  Yusef Komunyakaa  The Good Life  Tracy K. Smith  Money  Reginald Gibbons | | Poetry Collection | | Context Clues | Author’s Choices: Speaker and Point of View  Speaker  First-Person Point of View  Third-Person Point of View  Omniscient  Limited third-person  Tone | Words related to wanting something you don’t have:  Avarice Needy Desperate | | | | | Connotation and Denotation | Author’s Style: Poetic Language  Sound devices  Alliteration  Consonance | | Writing to Sources: Short Story |
| Standards | |  | | L.9-10.4  L.9-10.4.a  L.9-10.4.d | RL.9-10.4  RL.9-10.5 |  | | | | | L.9-10.5  L.9-10.5.b | RL.9-10.4 | | W.9-10.3 |
| The Golden Touch  Nathaniel Hawthorne | | Short Story | | Context Clues | Narrative Structure  Conflict  Plot  Exposition Rising Action  Inciting incident Climax Falling Action Resolution | Words relating to  gold/riches:  Burnished  Lustrous  Gilded | | | | | Latin Root: *-lus-* | Conventions: Types of Clauses  Noun clause | |  |
| Standards | |  | | L.9-10.4  L.9-10.4.a | RL.9-10.5 | L.9-10.4 | | | | | L.9-10.4.c  L.9-10.4.b | L.9-10.1.b  L.9-10.1 | |  |
| *from* King Midas  Howard Moss | | Poetry | | Context Clues | Author’s Choices: Poetic Structure    Stanza  Rhyme  Exact rhyme  Slant rhyme  Rhyme scheme  End rhyme | Words all related to something solid:  Mail Obdurate Ore | | | | | Latin Root: *-dur-* | Author’s Style: Author’s Choices: Poetic Structure  Meter Foot  Iamb  Enjambment | |  |
| Standards | |  | | L.9-10.4  L.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 Chase  Margie Goldsmith | | Magazine Article | | Context Clues | Literary Nonfiction: Feature Story  Title  Introduction  Body  Conclusion | Words that can be used when discussing objects of value:  Artifacts Legacy Marvel | | | | | Latin root:  *-fac-* | Author's Style: Sentence Variety  Long sentences  Short sentences  Varied sentence lengths | | Speaking and Listening: Debate |
| Standards | |  | | L.9-10.4  L.9-10.4.a | RL.9-10.5 |  | | | | | L.9-10.4.b  L.9-10.5 | RI.9-10.5 | | SL.9-10.1.a  SL.9-10.1.c  SL.9-10.1.d |
| Performance Task: Speaking and Listening Focus | | | | | | | | | | | | | | |
| Deliver a Multimedia Presentation Prompt: 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 Essay Writing 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 | | | | | | |

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| 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 1  William Shakespeare | Drama | Shakespeare’s Romances  Tragedy Comedy Romance | Words that all relate to betrayal:  Perfidious Treacherous Usurp | | Suffix: *–ous* |  | Paraphrasing |  |
| Standards |  | RL.9-10.10 |  | | RL.9-10.1  L.9-10.4.b |  | W.9-10.4 |  |
| The Tempest, Act II  William Shakespeare | Drama | Poetic Structures  Blank Verse  Iambic Pentameter | Words that relate to the transfer of power from one generation to the next:  Supplant Succession Heir | | Latin Prefix *sub-* | Author's Style:  Word Choice  Characterization  Diction |  |  |
| Standards |  | RL.9-10.5 |  | | L.9-10.4.b  L.9-10.4.c  RL.9-10.1 | RL.9-10.3  RL.9-10.4 |  |  |
| The Tempest, Act III  William Shakespeare | Drama | Dramatic Structure  Plot Subplots | Words that relate to strength and bravery:  Valiant Valour Invulnerable  Vigilance | | Latin root  *-val-* |  |  | Dramatic Reading |
| Standards |  | RL.9-10.5  RL.9-10.2 |  | | L.9-10.4.b  RL.9-10.1 |  |  | SL.9-10.6  SL.9-10.4.b |
| The Tempest, Act IV  William Shakespeare | Drama | Dramatic Structure  Dramatic speeches Monologue  Soliloquy Aside | 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.9-10.4  L.9-10.4.c | RL.9-10.4 |  |  |
| The Tempest, Act V  William Shakespeare | Drama | Plot Structure  Resolution Epilogue | Words that relate to forgiveness and putting things right:  Penitent Pardon Merciful Rectify | | Latin root *-pen-* | Author’s Style: Poetic Structure  Rhyming couplet  Full rhyme | Literary Criticism  Critical essay | Oral Presentation |
| Standards |  | RL.9-10.5 |  | | L.9-10.4.b  L.9-10.4.c | RL.9-10.5 | W.9-10.1  W.9-10.1.b | SL.9-10.3  SL.9-10.6 |
| En El Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection  Virgil Suárez  Caliban  J. P. Dancing Bear | Poetry Collection |  | Words that relate to physical damage:  Swollen Scarred Cartilage Welt Sliver Clench | |  |  | Writing to Compare:  Comparison-and-contrast essay |  |
| Standards |  |  | L.9-10.5  L.9-10.6 | |  |  | RL.9-10.9  W.9-10.2  W.9-10.9.a |  |
| Performance Task: Writing Focus | | | | | | | | |
| Write an Argument Prompt: 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 Nations  Margaret Atwood  Under A Certain Little Star  Wisława Szymborska, translated by Joanna Trzeciak | Poetry Collection | Context Clues | Speaker  Tone Theme Audience | | Words can be used to describe something or someone who is the recipient of someone else’s vengeance  Hounded Target Vulnerable | 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.9-10.4  W.9-10.5 |
| Let South Africa Show the World How to Forgive  Desmond Tutu | Speech | Familiar Word Parts | Persuasive Techniques  Anecdotes | | Words that have to do with government that involves people working together:  Democratic Interdependence Communal | Greek Root Word: *kratos* | Conventions: Types of Clauses  Relative clause  Relative pronouns | Research: multimedia presentation  Informational slideshow  Illustrated timeline  Website |
| Standards |  | L.9-10.4.b | RI.9-10.2 | |  | L.9-10.4.b  L.9-10.4.c | L.9-10.1.b  L.9-10.1 | W.9-10.6  W.9-10.7 |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Present an Argument Prompt: 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: Argument Writing 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 | | | |

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| 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 1  Sophocles, translated by Nicholas Rudall | Drama | Structure of Greek Plays  Verse Drama Prologue Chorus Parados  Episode Odes  Paean Exodos | Words that relate to official pronouncements:  Edicts  Decree Proclamation | Latin Root -*dict-* | | Author's Style: Greek Chorus  Strophe Antistrophe Epode Choragos |  |  |
| Standards |  | RL.9-10.5 |  | L.9-10.4.b  L.9-10.4.c | | RL.9-10.5 |  |  |
| Oedipus the King, Part 2  Sophocles, translated by Nicholas Rudall | Drama | Elements of Greek Tragedy  Tragedy Tragic hero Protagonist Hamartia Antagonist Dramatic irony | Words relate to predicting and experiencing the future  Prophecy Oracle Inexorable | Connotation and Denotation | | Author's Style: Rhetorical Devices: Anaphora | Dialogue | Critique |
| Standards |  | RL.9-10.5 | L.9-10.4.c  L.9-10.5 | L.9-10.5.b | | RL.9-10.5  L.9-10.5 | W.9-10.3  W.9-10.4  W.9-10.3.b | RL.9-10.7  W.9-10.1  W.9-10.9.a  SL.9-10.1.d |
| Performance Task: Writing Focus | | | | | | | | |
| Write a Nonfiction Narrative Prompt: 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 | Writing Speaking and Listening Research |
| A View from the Empire State Building  Helen Keller | Letter | Familiar Word Parts | Author’s Choices: Word Choice  Figurative language  Metaphor  Simile  Hyperbole  Personification | Words describe superlative power  Unconquerable Dominating Indomitable | | Latin Root -dom- | Conventions:  Types of phrases  Prepositional phrase  Adverbial phrase | Research: Group Presentation  Photo essay  Allusion  Radio interview |
| Standards |  | L.9-10.4  L.9-10.4.b | RI.9-10.4  L.9-10.5  L.9-10.5.a | L.9-10.4 | | L.9-10.4.b | L.9-10.1.b  L.9-10.1 | W.9-10.6  W.9-10.7  SL.9-10.2 |
| Blind  Fatima Naoot, translated by Kees Nijland  Blind Seer of Albon  W. S. Merwin  On His Blindness  Jorge Luis Borges, translated by Robert Mezey | Poetry Collection | Context Clues | Figurative Language  Analogy  Theme | Words that describe the spectrum of life:  Transcend Luminous Elemental | | Latin Root  -lum- | Author’s Style: Word Choice and Meaning  Imagery  Sensory details Juxtaposition  Oxymoron | Speaking and Listening: Oral Presentation  Recitation  Paraphrase  Round-table discussion |
| Standards |  | L.9-10.4  L.9-10.4.a | RL.9-10.2  RL.9-10.4  L.9-10.5  L.9-10.5.a | L.9-10.4 | | L.9-10.4.b | RL.9-10.4  RL.9-10.2  L.9-10.5  L.9-10.5.a | SL.9-10.1  SL.9-10.3  SL.9-10.4 |
| The Country of the Blind  H. G. Wells | Short Story | Base Words | Narrative Structure  Plot  Conflict Exposition Rising action Climax Falling action Resolution | Words that describe confusion:  Incoherent  Perplexity  Delusions | | Latin Root  -ludere- | Author's Style: Narrative Pacing  Pace Mood | Writing to Sources: Response  Response to the story  Retelling  Character description  Dialogue |
| Standards |  | L.9-10.4.b  L.9-10.4.d | RL.9-10.5 |  | | L.9-10.4.b  L.9-10.4.c | RL.9-10.5 | W.9-10.3  SL.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:  Traversed Navigating Periphery | | Latin Root  -vers-  -vert- | Conventions: Types of phrases  Prepositional phrase  Adjectival phrase | Speaking and Listening: Oral Presentation |
| Standards |  | L.9-10.4  L.9-10.4.a | RI.9-10.5 |  | | L.9-10.4.b | L.9-10.1  L.9-10.1.b | SL.9-10.1  SL.9-10.4.a |
| Performance Task: Speaking and Listening Focus | | | | | | | | |
| Present an Oral Retelling Prompt: 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 Narrative Prompt: 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 | | | |