

**10th ELA Curriculum Plan**

**Fall Semester**

Date	Days	Other	Unit	Standards Covered	Describe overall unit objective in plain English.	KEY TERMINOLOGY	ASSESSMENTS	DISTRICT RESOURCES
August 17-19	3		Course Introduction	N/A	Course introduction.			
August 22-26	5	Book Report 1:	Unit 1: Coming of Age	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RI.9-10.1, RI.9-10.2, RI.9-10.3, W.9-10.2, W.9-10.9, W.9-10.10, L.9-10.2, L.9-10.6, SL.9-10.1	<p><b>READING:</b> Analyzing how complex characters develop the theme - Analyzing how setting can be used to build suspense or develop characterization - Analyzing how symbolism builds meaning - Analyzing how a central idea is developed</p> <p><b>Writing:</b> Writing a strong evidence-based response - Introducing evidence with context - Blending quotations into context - Writing engaging introductions - Using a semicolon to connect ideas</p> <p><b>Speaking and Listening:</b> Referring to textual evidence in discussions</p>	characterization; symbolism; setting; imagery; central idea, supporting detail; quotation, introductions, pyramid method, evidence, TBEAR; semi-colon; conjunctive adverb; citations; unit text vocabulary	Formative: post-text multiple choice and written analysis; introduction essay; small-group discussion; peer and self-critique	iPads, pencils, paper
August 29-Sept 2	5						Summative: final essay, peer and self-critique	
Sept 6-9	4							
Sept 12-16	5							
Sept 19-23	5							
Sept 26-30	4							
Oct 3-7	5							
Oct 10-14	5	Book Report 2:	Unit 2: Science Fiction and Social Commentary	RL.9-10.1, RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.6, RI.9-10.1, RI.9-10.2, RI.9-10.4, RI.9-10.5, W.9-10.2, W.9-10.9, W.9-10.10, L.9-10.1, L.9-10.6, SL.9-10.1	<p><b>READING:</b> Analyzing how authors use the conventions of science fiction to comment on society - Analyzing how character interactions and motivations develop theme - Analyzing how figurative language and diction develop meaning</p> <p><b>Writing:</b> Writing explanations that clarify evidence and support an argument - Using precise verbs to strengthen explanations - Writing explanations that analyze key diction - Using adjectival and adverbial phrases</p> <p><b>Speaking and Listening:</b> Moving conversations forward by posing and responding to probing questions</p>	theme, juxtaposition, figurative language, diction, science fiction, genre, literary conventions, critique, explanation, analysis, verbs, adjectives, adjectival phrase, adverbial phrase, phrase, active listening, clarifying questions, unit text vocabulary	Formative: post-text multiple choice and written analysis; small-group discussion; peer and self-critique	iPads, pencils, paper
Oct 17-18	2						Summative: final essay, large-group discussion, peer and self-critique	
Oct 24-28	5							
Oct 31-Nov 4	5							
Nov 7-11	5							
Nov 14-17	4							
Nov 21-22	2							
Nov 28 Dec 2	5	Book Report 2:	Unit 3: War Stories	RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.5, RI.9-10.10, RI.9-10.1, RI.9-10.2, RI.9-10.5, W.9-10.2, L.9-10.1, L.9-10.3, L.9-10.6, SL.9-10.1, SL.9-10.4	<p><b>READING:</b> Analyzing how text structure creates tension or surprise, or adds to the development of theme or central idea</p> <p><b>WRITING:</b> Writing a cross-textual literary analysis essay</p> <p><b>Speaking and Listening:</b> Clarifying, verifying, or challenging ideas</p>	text structure, flashback, tension, figurative language, imagery, genre, diction, cohesion, absolute phrases, compound sentences, complex sentences, compound-complex sentences, clarification, verification, expounding, enjambment, Modernism	Formative: post-text multiple choice and written analysis; practice narratives; small-group discussion; peer and self-critique	iPads, pencils, paper
Dec 5-8	5						Summative: final narrative; peer and self-critique	
Dec 12-16	5							
Dec 19-21	3							

**10th ELA Curriculum Plan**

**Spring Semester**

Date	Days	Unit	Standards Covered	Describe overall unit objective in plain English.	KEY TERMINOLOGY	ASSESSMENTS	DISTRICT RESOURCES
Jan 4-6	3	Intro back; FastBridge + CBMs	N/A	N/A			
Jan 9-13	5	Unit 4: The Fashion Industry - Past to Present	RI.9-10.2, RI.9-10.3, RI.9-10.6, RI.9-10.1, W.9-10.2, W.9-10.7, W.9-10.8, L.9-10.6, L.9-10.1, SL.9-10.4	Reading: students read to trace how a central idea is developed by drawing connections between people and events; students read to annotate nonfiction and primary texts to determine point of view or author's purpose; students read to determine author's purpose and analyze creator's context and bias. Writing: students learn to judge for unstated bias, determine source reliability, and learn how to format a Works Cited page. S/L: Synthesizing comments, claims, and evidence during discussions.	development, central idea, refinement, primary source, meta-analysis, refinement, diction, inference, bias, unstated bias, reliable sources, purpose, point of view, synthesis, argument, brackets, ellipses	Formative: post-text multiple choice and written analysis; introduction essay; small-group discussion; peer and self-critique	iPads, pencils, paper
Jan 16-20	4						
Jan 23-27	5						
Jan 30-Feb 3	5						
Feb 6-10	5						
Feb 13-17	3						
Feb 20-24	5						
Feb 27-March 3	5	Unit 5.1: Introduction to the Holocaust	RI.9-10.3, RI.9-10.5, RI.9-10.7, RI.9-10.9, RI.9-10.10, W.9-10.2, W.9-10.7, W.9-10.10, W.9-10.4, L.9-10.6, SL.9-10.1, SL.9-10.4, SL.9-10.5	Reading: Analyze how the author unfolds an analysis or series of ideas or e	Holocaust, antisemitism, pogrom, memoir, primary sources, secondary	Formative: post-text multiple choice and written analysis; small-group discussion; peer and self-critique	iPads, pencils, paper
March 6-9	4						
March 13-17	0	Spring Break					
March 20-24	5	Unit 5.2: Holocaust Novel Study - <i>Maus</i> and <i>Night</i>	RL.9-10.2, RL.9-10.3, RL.9-10.4, RL.9-10.6, RL.9-10.7, RI.9-10.1, RI.9-10.3, RI.9-10.7, RI.9-10.9, W.9-10.2, W.9-10.4, W.9-10.5, W.9-10.7-8-9-10-11, L.9-10.6, SL.9-10.1, SL.9-10.3, SL.9-10.6	Reading: Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme; Determine figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature; Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details. Writing: building on skills from the previous essay, students write an independent research	sources, cohesion, synthesis, informative, contextualization, informative thesis, MLA citations, brackets, ellipses, authorial insertion, death of the author [literary critique]	Formative: post-text multiple choice and written analysis; small-group discussion; peer and self-critique	iPads, pencils, paper
March 27-31	5						
April 3-6	4						
April 10-14	4						
April 17-21	5						
April 24-28	5	Unit 6: Free Speech and Social Media	RI.9-10.2, RI.9-10.5, RI.9-10.1, W.9-10.1, W.9-10.3, W.9-10.5, L.9-10.6, L.9-10.1, SL.9-10.1	Reading: Students read to analyze development of a central idea over the course of the text and provide an objective summary of the text. Writing: students learn to argue through narrative, to rebut counterclaims, and to establish credibility. S/L: Students defend positions using textual evidence and reasoning.	argumentative claim, subclaims, concession to opposition, counterclaims, rebuttal, debate, ethos, pathos, logos, anecdotal, credibility, rhetorical modes, synthesis	Formative: post-text multiple choice and written analysis; small-group discussion; peer and self-critique. Summative: argumentative essay; full-class debate	iPads, pencils, paper
May 1-5	5						
May 8-12	5						
May 15-19	5						
May 22-24	3						
<b>Total Days Taught</b>	<b>90</b>						