

Grade 10 ELA Curriculum Map
Collection 1 : Ourselves and Others

	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson
Text	<i>"What of This Goldfish, Would You Wish?"-p.3A</i> *"Catch the Moon"	<i>"The Wife's Story"</i> (Close Reader, p. 12b)	<i>From Texas v. Johnson Majority Opinion p. 15A</i>	<i>"American Flag Stands for Tolerance" p. 18A</i>	From "The Universal Declaration of Human Rights" (Close Reader p. 24b)	<i>"The Lottery" p. 25A</i>
Learning Objective	The students will be able to analyze the impact of cultural background on point of view.	The students will be able to analyze the impact of cultural background on point of view.	The students will be able to analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.	The students will be able to analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.	The students will be able to analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.	The students will be able to analyze a writer's choices in terms of pacing, word choice, tone and mood.
Vocabulary Strategy Focus	Context Clues	Context Clues	Words from Latin	Words from Latin	Words from Latin	Denotation and Connotation
Language & Style Focus	Formal vs Informal Tone	Formal vs Informal Tone	Noun Clauses	Noun Clauses	Noun Clauses	Colloquialisms
Academic Vocabulary	Discriminate, diverse, inhibit, intervene, rational	Discriminate, diverse, inhibit, intervene, rational	Discriminate, diverse, inhibit, intervene, rational	Discriminate, diverse, inhibit, intervene, rational	Discriminate, diverse, inhibit, intervene, rational	Discriminate, diverse, inhibit, intervene, rational
Close Reading Strategy	Analyze character/ motivation Analyze Point of View	Analyze character/ motivation	-Analyze Impact of word choice: compare tone -Words from Latin	-Analyze Impact of word choice: compare tone -Words from Latin	-Analyze Impact of word choice: compare tone -Words from Latin	-Analyze author's choice: tension and surprise
Strategies for	Analyze character/	Guided questions will	Word Choice- p.15,	Word Choice- p.18,	Guided questions will	Tension/Surprise-p.

Annotation	motivation- p.3,5,7 Point of View- p.4, 5,8	facilitate the annotation of the text	16 Latin- Find/highlight Latin words and find context clues for archaic vocabulary.	19 Latin- Find/highlight Latin words and find context clues for archaic vocabulary.	facilitate the annotation of the text	28, 31-34
Writing Instructional Focus (Optional substitute: Analyzing the Text)	Compare/contrast this story with folk tales focusing on what happens to the characters and why	Short response in CR p.8 on character motivation, citing evidence.	Using the First Amendment and text, compare ideas.	Analysis of the differences in tone between this text and <i>Texas v. Johnson</i>	Short response in CR p.10 on why it is considered a seminal document.	Writing Activity Letter (T p. 36)
Assessments	Analyzing the Text p.10, 1-7 and include vocabulary.	Short response focused on citing evidence of character motivation.	Utilize writing instructional focus as formative assessment	Utilize writing instructional focus as formative assessment	Selection Test over last three readings with included vocabulary	Selection Test with included vocabulary
<p>Performance Task: Present a Speech (T pg. 41) This collection explores the significance of our relationships with others, both individuals and groups. Look back at the texts you have read, including “What, of This Goldfish, Would You Wish?” and synthesize your ideas about them. Based on these texts and your own experience, make a generalization about how our relationships with other help define who we are. Share your ideas in a speech.</p>						
<p>1st Nine Weeks Honors Novel: Summer Reading: Students will be assessed on the following novels from summer reading: All honors students: <i>Lord of the Flies</i>: teacher-created test, philosophical chairs (character traits). Honors students select one: <i>1984</i>, <i>I Know Why the Caged Bird Sings</i>, <i>All the Pretty Horses</i>, <i>Lay That Trumpet in Our Hands</i>, <i>Things Fall Apart</i>: students will complete an intensive, text-based analysis of their selection (Summer Reading Assessment: SRA). Fahrenheit 451 (possible continuation into second nine weeks): students are assigned an allotment of paged for a specified amount of time, selection quizzes, unit test, social criticism (i.e: dehumanization of mass culture) MLA essay (4-5 pages), philosophical chairs, socratic seminars.</p>						

Grade 10 ELA Curriculum Map
Collection 2 : The Natural World

	Lesson	Lesson	Lesson	Lesson
Text	Essay- “Called Out”- p.51A	Poem- “When I Heard the Learn’d Astronomer” p. 59A	Short Story- “My Life as a Bat”- 71A	Short Story- “The Seventh Man” (Close Reader p. 78b) **“And of Clay Are We Created”
Learning Objective	The students will be able to determine a central idea in an essay and figurative, connotative, and technical meanings of words and phrases.	The students will be able to identify the theme of a poem through writing an objective summary that states the key events and ideas in the poem.	The students will be able to analyze a writer’s choices in terms of text structure, figurative meaning, and tone.	The students will be able to analyze a writer’s choices in terms of text structure, figurative meaning, and tone.
Vocabulary Strategy Focus	Scientific Terms	N/A	Context Clues	Context Clues
Language & Style Focus	Participial Phrases	Rhyme/end rhyme	Colons and Dashes	Idioms
Academic Vocabulary	advocate, discrete, domain, enhance, scope	advocate, discrete, domain, enhance, scope	advocate, discrete, domain, enhance, scope	advocate, discrete, domain, enhance, scope
Close Reading Strategy	-Determine word meaning -Scientific Terms	-Contrasting Images	-Determine figurative meanings -Text Structure	-Determine figurative meanings -Text Structure
Strategies for Annotation	-Determine word meaning- p. 51, 53, 54 -Scientific Terms-p. 51,53	Find/highlight specific images that contrast with one another	Figurative Meaning- p. 72-74 Text Structure-p. 71, 73	Guided questions will facilitate the annotation of the text

Writing Instructional Focus (Optional substitute: Analyzing the Text)	Kingslover uses figurative, connotative, and technical language to give readers new perspectives on the desert ecosystem. Which kind of language is most effective in communicating scientific information to a general audience?	Write a paragraph that similarly contrasts two ways of looking at something in your world. (T p.60).	“My Life as a Bat” includes many details about how bats live. Examine these details to determine whether the story details are factually accurate	Short Response in CR p.44 citing evidence how the author uses figurative language to help him advance his theme.
Assessments	Selection Test including vocabulary	Utilize writing instructional focus as formative assessment	Selection Test including vocabulary	Utilize writing instructional focus as formative assessment
<p>Performance Task: Participate in a Panel Discussion (T. p.87)</p> <p>This collection examines nature through a variety of viewpoints and genres. Look back at the texts and consider what we learn about ourselves through our experience with nature. Then choose three texts from this collection, including the anchor text “My Life as a Bat.” Identify the idea expressed about human nature by each of the three writers. What similarities and differences do you find? Explore these connections in a panel discussion with two or three classmates.</p>				

Grade 10 ELA Curriculum Map
Collection 3 : Responses to Change

	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Novella- from <i>The Metamorphosis</i>- p.93A	Graphic Novel- from <i>The Metamorphosis</i>- p.107A	Poem and Painting “The Starry Night” (Close Reader p. 128b)	Science Writing- from <i>Simplexity</i> - p.129A	Science Writing- from <i>Life After People</i> Close Reader p.144b) **“By the Waters of Babylon”
Learning Objective	The students will be able to cite evidence to support inferences.	The students will be able to analyze representations in different mediums.	The students will be able to analyze representations in different mediums.	The students will be able to use cause-and-effect relationships to make connections between ideas and events.	The students will be able to analyze how the author describes a series of events in a speculative future.
Vocabulary Strategy Focus	Context Clues	Verifying Word Meanings	Verifying Word Meanings	Figurative Meanings	N/A
Language & Style Focus	Prepositional, Adjectival, and Adverbial Phrases	Prepositional, Adjectival, and Adverbial Phrases	Prepositional, Adjectival, and Adverbial Phrases	Transitional Words and Phrases	Time-order words/phrases
Academic Vocabulary	abstract, evolve, explicit, facilitate, infer	abstract, evolve, explicit, facilitate, infer	abstract, evolve, explicit, facilitate, infer	abstract, evolve, explicit, facilitate, infer	abstract, evolve, explicit, facilitate, infer
Close Reading Strategy	Support inferences	-analyze representations in different mediums -verifying word meanings	-analyze representations in different mediums -verifying word meanings	-analyze author’s order: cause and effect Technical meanings	-analyze author’s order: cause and effect -figurative meanings
Strategies for Annotation	Inferences- p.96-97, 102, 104-105	analyze representations in different mediums- p. 107-109, 114-116 verifying word meanings-p. 111-112, 122	Guided questions will facilitate the annotation of the text	analyze author’s order: cause and effect- p.129-133 technical meanings- p.129-133	Guided questions will facilitate the annotation of the text
Writing Instructional Focus	What can you infer about the kind of person	How does the graphic novel expand on the	Short response in CR p.50 citing evidence to	What does Kluger’s analysis of responses	Short response in CR p. 54 citing evidence using

(Optional substitute: Analyzing the Text)	Gregor is based on how he responds to the change he has undergone? p.106	ideas in Kafka's version of "The Metamorphosis"? Choose one page of the graphic novel to compare with the source text. p. 126	show what ways Sexton's poem evokes the painting.	during an evacuation tell you about human nature? Write an analysis using evidence from the text as well as your own experience.	the central idea of the article and its development over the course of the article to write an objective summary of the text.
Assessments	Selection Test including vocabulary	Utilize writing instructional focus as formative assessment	Utilize writing instructional focus as formative assessment	Selection Test including vocabulary	Teacher made test including "By the Waters of Babylon" and vocabulary from both selections
<p>Performance Task: Write an Argument (T p.149)</p> <p>This collection focuses on change and our response to it using the selections you have read in the collection. In each selection, is change viewed as mostly positive, mostly negative, or a combination of the two? Synthesize your ideas by writing an argumentative essay.</p>					
<p>2nd Nine Weeks Honors Novels/Nonfiction:</p> <p><i>A Raisin in the Sun</i>: students are assigned an allotment of paged for a specified amount of time, selection quizzes, unit test, philosophical chairs</p> <p><i>The Narrative of the Life of Frederick Douglass</i>: students are assigned an allotment of paged for a specified amount of time, selection quizzes, unit test, philosophical chairs: thematic/progressive comparative essay (2-3 pages): <i>A Raisin in the Sun</i> and <i>The Narrative of the Life of Frederick Douglass</i></p>					

Grade 10 ELA Curriculum Map
Collection 4 : How We See Things

	Lesson	Lesson	Lesson	Lesson	Lesson	Lesson
Text	Poems- “We grow accustomed to the Dark” and “Before I got my eye put out”- p. 156-157	Essay- “The Trouble with Poetry”-p.160b “Today” (Close Reader)	Science Essay- “Coming to Our Senses” p. 161A	Book Review- “Every Second Counts” p.170 (Close Reader)	Short Story- “The Night Face Up” p.171A *“An Astrologer’s Day”	Math Essay- “The Math Instinct” p. 183A
Learning Objective	The students will be able to identify and compare poetic structure across two poems as well as paraphrase and summarize ideas.	The students will be able to understand each poem’s theme.	The students will be able to analyze the development of ideas in nonfiction.	The students will be able to analyze the development of central ideas.	The students will be able to cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing to create tension.	The students will be able to determine meaning and analyze ideas.
Vocabulary Strategy Focus	N/A	N/A	Context Clues	Pattern of word changes	Foreshadowing and tone	Prefixes
Language & Style Focus	Writing Conventions	Parallel Structure	Parallel Structure	Structure	Adverbial Clauses	N/A
Academic Vocabulary	differentiate, incorporate, mode, orient, perspective	differentiate, incorporate, mode, orient, perspective	differentiate, incorporate, mode, orient, perspective	differentiate, incorporate, mode, orient, perspective	differentiate, incorporate, mode, orient, perspective	differentiate, incorporate, mode, orient, perspective
Close Reading Strategy	Analyze author’s choice: poetic structure	Analyze author’s choice: poetic structure	-Analyze a theme and analyze its development -analyzing use of rhetoric	-Analyze a theme and analyze its development -understanding context	-Analyze author’s choices:parallel plots and tension	-Determine meaning -analyze ideas
Strategies for	poetic structure-	Guided questions will	analyze a theme and	Guided questions will	analyze author’s	Determine meaning-

Annotation	p.156-157	facilitate the annotation of the text	analyze its development- p.161,163,165-166. analyzing use of rhetoric- p.162	facilitate the annotation of the text	choices:parallel plots and tension- p. 171-179	p.183-185 analyze ideas- p.184-186
Writing Instructional Focus (Optional substitute: Analyzing the Text)	Both of these poems are metaphorical--that is, they are not only about the literal loss of sight or physically stumbling in the darkness. Explore the metaphor of sight in Dickinson's poems by writing an analytical essay. p.159	Short response in CR p.60 summarizing "The Trouble with Poetry" and analyze the lines or phrases you left out. Why are they the most difficult to put into your own words?	In lines 102-143, Tyson imagines how our world and our history might be different if we had been born with the super senses that scientific tools now give us. Review the section and then explore the author's technique through this task. p. 168	Short response in CR p.66 using evidence to write an objective summary of the book review and analyzing the way in which key points are introduced and developed.	Theme: Think about "The Night Face Up and write a one-page analysis of the story in which you consider the following points: -the theme of the story -how the characters, plot, imagery, tone, and setting help convey the theme	Conduct research on the use of dead reckoning, and summarize your findings in a one-page essay. p.187
Assessments	Selection Test including Poetic Structure terms	Utilize writing instructional focus as formative assessment or use the guided questions in the close reader	Selection Test	Utilize writing instructional focus as formative assessment	Selection Test including vocabulary	Selection Test
<p>Performance Task: Write a Short Story (T p.197)</p> <p>The texts in this collection focus on how individuals see things, both from a scientific viewpoint and from a more subjective, emotional perspective. Look back at the anchor text "Coming to Our Senses" and the other texts you have read in this collection. Synthesize your ideas about them by writing a suspenseful or surprising short story.</p>						
<p>3rd Nine Weeks Honors Novel:</p> <p><i>The Kite Runner</i>: students are assigned an allotment of paged for a specified amount of time, selection quizzes, unit test, philosophical chairs. Symbolic nature of relationships project: see link.</p>						

**Grade 10 ELA Curriculum Map
Collection 5 : Absolute Power**

	Lesson	Lesson	Lesson	Lesson
Text	Argument- “Why Read Shakespeare” p.203A	Drama- <i>The Tragedy of Macbeth</i> p.213A	History- from <i>Holinshed’s Chronicles</i> p.295A	Short Story- “The Macbeth Murder Mystery” p301
Learning Objective	The students will be able to analyze the use of rhetoric in an argument.	The students will be able to analyze interactions between characters and theme.	The students will be able to analyze historical text.	The students will be able to analyze how an author draws on Shakespeare.
Vocabulary Strategy Focus	N/A	Archaic Language	Archaic Language	Words from Latin
Language & Style Focus	Rhetorical Questions	Inverted Sentence Structure	Absolute Phrases	N/A
Academic Vocabulary	comprise, incidence, priority, thesis, ultimate	comprise, incidence, priority, thesis, ultimate	comprise, incidence, priority, thesis, ultimate	comprise, incidence, priority, thesis, ultimate
Close Reading Strategy	-Analyze argument and rhetoric	-Analyze structure -Analyze Shakespearean Drama -Analyze Character and Theme	-Archaic Language	-Analyze how an author draws on Shakespeare
Strategies for Annotation	Analyze argument and rhetoric- p. 203-204, 207-208	Resource based, teacher created worksheet formulated from Act-specific focus	Archaic Language- p.295 (refer to pg. 299)	Analyze how an author draws on Shakespeare- p.301-305
Writing Instructional Focus (Optional substitute: Analyzing the Text)	In his speech to college freshmen, Mack presents his opinion on the value of reading Shakespeare. Evaluate how successfully he appeals to his audience by writing and delivering a brief speech on your own. p.208	Is Macbeth a tragic hero? Refer to the introductory essay on Shakespearean Drama, and explore your ideas in an essay. p. 291	In a small group, discuss <i>Macbeth</i> and <i>Chronicles</i> . Take notes and cite evidence from each member based on the given questions and write a paragraph summarizing your discussion. p.298	Characters misinterpret a dramatic tragedy as a murder mystery. How does the understanding of literary genres shape the interpretation of a story? Can characteristics of one genre be applied to another for a different interpretation? Explore these ideas... p.307
Assessments	Selection Test including vocabulary	Act Test plus Selection Test at the end of play	Selection Test	Selection Test

Performance Task: Write an Analytical Essay (T p.313)

This collection focuses on human ambition and our eternal quest for power. In this speech “Why Read Shakespeare?” Michael Mack argues that if you don’t see

yourself in Macbeth's ambition, you're either misreading the play or misreading yourself. Review the texts in this collection, including the anchor, Shakespeare's *Macbeth*. Then synthesize your ideas by writing an analysis that explains how one aspect of Macbeth's character represents a universal human trait.

4th Nine Weeks Outside Reading:

Antigone: students are assigned an allotment of pages for a specified amount of time, selection quizzes, unit test, philosophical chairs. Genre shift project: see link.

Grade 10 ELA Curriculum Map
Collection 6 : Hard-Won Liberty

	Lesson	Lesson	Lesson
Text	Argument- from “Letter to Viceroy, Lord Irwin” p.341 A	Short Story- “The Briefcase” p. 361A	Poem- “Cloudy Day” p. 373A
Learning Objective	The students will be able to analyze argument in a seminal document.	The students will be able to analyze an argument and rhetoric and compare accounts in different mediums.	The students will be able to analyze interactions between character and theme in a short story.
Vocabulary Strategy Focus	Denotations and Connotations	N/A	N/A
Language & Style Focus	N/A	Semicolons	Prepositional Phrases
Academic Vocabulary	comprehensive, equivalent, incentive, innovate, media	comprehensive, equivalent, incentive, innovate, media	comprehensive, equivalent, incentive, innovate, media
Close Reading Strategy	Analyze argument and rhetoric	-Analyze character and theme	-Shift in tone
Strategies for Annotation	Analyze argument and rhetoric- p.352-355	Analyze character and theme- p. 361-369	Shift in tone- p. 373-374
Writing Instructional Focus (Optional substitute: Analyzing the Text)	Write a one-paragraph analysis of Gandhi’s claims, reasons, evidence, and rhetoric, providing examples from the text of the letter.	Assume the identity of the chef. Write a letter to the professor’s son in which you attempt to convince him that you could serve as the boy’s father.	After group discussion with guided questions, write a summary of how the discussion extended or challenged your ideas about the poem’s theme.
Assessments	Selection Test including vocabulary	Selection Test	Analyzing the text- p. 375
Performance Task: Write an Argument (T p.377) The texts in this collection explore the struggle for freedom experienced in various contexts around the world and ways in which people fight to overcome oppression. Look back at the texts in this collection and consider this question: What constitutes true freedom? Synthesize your ideas about the texts by writing an argument about the meaning of freedom.			