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| Reading | Time Frame | Standards | Key Activities |
| “Letter from Birmingham Jail” by Martin Luther King, Jr.  “In This Blind Alley” by Ahmad Shamlu  “Freedom” by Rabindranath Tagore  “Women” by Alice Walker | **6 weeks** | CCRA.10- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  RL 10.1- Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.  RL.10.2- Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.  RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  RL.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.  RI.10.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.  RI. 10.6- Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  RL.10.7- Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).  RL.10.8- ELA.10.8  Analyze how an author’s choices concerning how to structure a literary text, order  events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks  create such effects as mystery, tension, or surprise.  RI. 10.10- Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  RL.10-.13 ELA.10.13- Analyze the representation, in a literary text, of a subject or a key scene in two  different artistic mediums, including what is emphasized or absent in each treatment  (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of  Icarus).  W.10. 21 .a, c, f- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  (a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  C) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  SL.10.30.b, c- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  (b)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.  (c)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  SL.10.33- Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  L.10.39 .a, b-  (a) Use context (e.g., the overall meaning of a sentence, paragraph or text or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy).  c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  L.10.40.a- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (a) Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. | Quick Writes  Show Me What You Can Do (Assessments)  Multi-paragraph formal writing (both mid-unit and at the end)  Discussions |
| *And Then There Were None* by Agatha Christie | **4.5 weeks** | RL.10.2- Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.  RL.10.8- ELA.10.8  Analyze how an author’s choices concerning how to structure a literary text, order  events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks  create such effects as mystery, tension, or surprise.  RI.10.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.  RI.10.11 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).  W.10.21 (a,b,d, f)  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension. 2. b. Develop the topic with well-chosen, relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 4. f. Provide a concluding statement or section that follows from and supports the information or explanation   W.10.24- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  W.10.28 Draw evidence from literary or informational texts to support analysis, reflection, and research.  a. Apply *grades 9–10 Reading standards*to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).  b. Apply *grades 9–10 Reading standards*to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.”)  Sl.10.30  Initiate and effectively participate in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 9 topics, texts, and issues*, building on others’ ideas and expressing ideas clearly and persuasively.   1. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 2. b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed. 3. c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. 4. d. Respond thoughtfully to diverse perspectives; summarize points of agreement and disagreement and, when warranted, qualify or justify views and understanding and make new connections in light of the evidence and reasoning presented.   SL.10.33- Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  SL. 10.35- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 9 Language standards for specific expectations.)  L.10.36- Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.  L.10.37- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | Quick Writes  Show Me What You Can Do (Assessments)  Multi-paragraph formal writing (both mid-unit and at the end)  Discussions  Presentations |
| *Macbeth by William Shakespeare*  *The Prince by Niccolò Machiavelli (chapters 17 and 18)*  *“Death of a Pig” by E. B. White* | **9 weeks** | CCRA.10- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  RL.10.1- Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.  RL.10.2- Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.  RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  RL.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.  RI.10.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.  RI. 10.6- Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  RL.10.7- Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).  RL.10.8- ELA.10.8  Analyze how an author’s choices concerning how to structure a literary text, order  events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks  create such effects as mystery, tension, or surprise.  RI. 10.10- Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  RL.10-.13 ELA.10.13- Analyze the representation, in a literary text, of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment  (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of  Icarus).  W.10.21 .a, c, f- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  (a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  C) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  SL.10.30.b, c- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  (b)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.  (c)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  SL.10.33- Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  L.10.39 .a, b-  (a) Use context (e.g., the overall meaning of a sentence, paragraph or text or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy).  c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  L.10.40.a- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (a) Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. | Quick Writes  Show Me What You Can Do (Assessments)  Multi-paragraph formal writing (both mid-unit and at the end)  Discussions  Presentations |
| *Ender’s Game* by Orson Scott Card  *Jurassic Park* by Michael Crichton | **12 weeks** | W.10.20 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.   1. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. 2. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns. 3. c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. 4. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline. 5. e. Provide a concluding statement or section that follows from and supports the argument presented.   CCRA.10- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.  RL.10.1- Cite strong and thorough textual evidence to support analysis of what the literary text says explicitly as well as inferences drawn from the literary text.  RL.10.2- Determine a theme or central idea of a literary text and analyze in detail its development over the course of the literary text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the literary text.  RL.10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a literary text, interact with other characters, and advance the plot or develop the theme.  RL.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.  RI.10.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.  RI. 10.6- Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  RL.10.7- Determine the meaning of words and phrases as they are used in the literary text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place or how it sets a formal or informal tone).  RL.10.8- ELA.10.8  Analyze how an author’s choices concerning how to structure a literary text, order  events within it (e.g., parallel plots), and manipulate time (e.g., pacing or flashbacks  create such effects as mystery, tension, or surprise.  RI. 10.10- Determine the meaning of words and phrases as they are used in an informational text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).  RL.10-.13 ELA.10.13- Analyze the representation, in a literary text, of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment  (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of  Icarus).  W.10.21 .a, c, f- Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.  (a) Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures and/or tables), and multimedia when useful to aid comprehension.  C) Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  (f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  SL.10.30.b, c- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.  (b)Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, or presentation of alternate views); set clear goals, deadlines, and individual roles as needed.  (c)Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  SL.10.33- Present information, findings, and supporting evidence clearly, concisely, and logically, such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.  L.10.39 .a, b-  (a) Use context (e.g., the overall meaning of a sentence, paragraph or text or a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.  (b) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical, advocate, or advocacy).  c) Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  L.10.40.a- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.  (a) Interpret figures of speech (e.g., euphemism or oxymoron) in context and analyze their role in the text. | Quick Writes  Show Me What You Can Do (Assessments)  Multi-paragraph formal writing (both mid-unit and at the end)  Discussions  Presentations |
| *The Immortal Life of Henrietta Lacks* by Rebecca Skloot (excerpts: pp. 1–4; 27–33; 63–66; 93–102; 127–136; 164–169; 179–183; 194–206; 245–247; 261–267)  Student research sources will vary.  Students choose texts for research based on their individual research question or problem.  Model research sources:  “A Court Allows Payment for Bone Marrow. Should People Be Able to Sell Their Parts?” by Alice Park  “Do We Own Our Bodily Tissues?” by Margaret Ng Thow Hing  “Paying Patients for Their Tissue: The Legacy of Henrietta Lacks” by Robert D. Truog, Aaron S. Kesselheim, and Steven Joffe  “Tissue Banks Trigger Worry About Ownership Issues” by Charlie Schmidt  “Human Tissue for Sale: What are the Costs?” by Deborah Josefson  “My Body, My Property” by Lori B. Andrews  “Body of Research—Ownership and Use of Human Tissue” by R. Alta Charo  Research Project | **9 Weeks** | RL.10.4 Cite strong and thorough textual evidence to support analysis of what the informational text says explicitly as well as inferences drawn from the informational text.  RI.9.5 Determine a central idea of an informational text and analyze its development over the course of the informational text, including how it is developed and refined by specific details; provide an objective summary of the informational text.  RI. 10.6- Analyze how the author unfolds an analysis or series of ideas or events in an informational text, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  RI.10.11 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of an informational text (e.g., a section or chapter).  RI.10.15 Analyze various accounts of a subject told in different mediums of informational texts (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.  W.10.21 (a,b,c,d, e, f)  Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.   1. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 2. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic. 3. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. 4. Use precise language and domain-specific vocabulary to manage the complexity of the topic. 5. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.   Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  W.10.23- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Text Types and Purposes.)  W.10.24- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of all Language standards up to and including grade 9.)  W.10.26- Conduct short, as well as more sustained, research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.  W.10.27- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (e.g., MLA or APA).  W.10.28- Draw evidence from literary or informational texts to support analysis, reflection, and research.  L.10.37- Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.   1. (a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. 2. (b) Use a colon to introduce a list or quotation. 3. c. Spell correctly.   L.10.38- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.   1. (A)Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook or APA Handbook) appropriate for the discipline and writing type. | Quick writes  Tests  Research Paper and leading documents |