English 10: The Language of a Better World CURRICULUM MAP & PACING GUIDE

STANDARDS

Common Core Reading Standards	Common Core Writing Standards	Common Core Speaking and Listening Standards
Reading Literature CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. CCSS.ELA-LITERACY.RL.9-10.2 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; provide an objective summary of the text. CCSS.ELA-LITERACY.RL.9-10.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CCSS.ELA-LITERACY.RL.9-10.4 Determine the meaning of words and phrases as they are used in the 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; how it sets a formal or informal tone). CCSS.ELA-LITERACY.RL.9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise CCSS.ELA-LITERACY.RL.9-10.6 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. CCSS.ELA-LITERACY.RL.9-10.7 Analyze the representation of a subject or a key	CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.1.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. CCSS.ELA-LITERACY.W.9-10.1.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. CCSS.ELA-LITERACY.W.9-10.1.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. CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. CCSS.ELA-LITERACY.W.9-10.1.E Provide a concluding statement or section that follows from and supports the argument presented. CCSS.ELA-LITERACY.W.9-10.2 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. CCSS.ELA-LITERACY.W.9-10.2.A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics	*Comprehension and Collaboration:* CCSS.ELA-LITERACY.SL.9-10.1 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. CCSS.ELA-LITERACY.SL.9-10.1.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. CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CCSS.ELA-LITERACY.SL.9-10.1.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. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or

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).
CCSS.ELA-LITERACY.RL.9-10.9
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).

Range of Reading and Level of Text Complexity:
CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

Craft and Structure:
CCSS.ELA-LITERACY.RI.9-10.4
Determine the meaning of words and phrases as they are used in a 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).

CCSS.ELA-LITERACY.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Reading Informational Texts

Key Ideas and Details:

CCSS.ELA-LITERACY.RI.9-10.1
Cite strong and thorough textual evidence to

(e.g., figures, tables), and multimedia when useful to aiding comprehension.
CCSS.ELA-LITERACY.W.9-10.2.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.
CCSS.ELA-LITERACY.W.9-10.2.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.
CCSS.ELA-LITERACY.W.9-10.2.D
Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-LITERACY.W.9-10.2.E
Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
CCSS.ELA-LITERACY.W.9-10.2.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).
CCSS.ELA-LITERACY.W.9-10.3
Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
CCSS.ELA-LITERACY.W.9-10.3.A
Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
CCSS.ELA-LITERACY.W.9-10.3.B
Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
CCSS.ELA-LITERACY.W.9-10.3.C
Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
CCSS.ELA-LITERACY.W.9-10.3.D
Use precise words and phrases, telling details, and sensory

justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
CCSS.ELA-LITERACY.SL.9-10.2
Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
CCSS.ELA-LITERACY.SL.9-10.3
Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4
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.
CCSS.ELA-LITERACY.SL.9-10.5
Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
CCSS.ELA-LITERACY.SL.9-10.6
Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 here for specific expectations.)

support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2
Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.3
Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4
Determine the meaning of words and phrases as they are used in a 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).

CCSS.ELA-LITERACY.RI.9-10.5
Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

CCSS.ELA-LITERACY.RI.9-10.6
Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7
Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both

language to convey a vivid picture of the experiences, events, setting, and/or characters.

CCSS.ELA-LITERACY.W.9-10.3.E
Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing:

CCSS.ELA-LITERACY.W.9-10.4
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 standards 1-3 above.)

CCSS.ELA-LITERACY.W.9-10.5
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 Language standards 1-3 up to and including grades 9-10 here.)

CCSS.ELA-LITERACY.W.9-10.6
Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.9-10.7
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.

CCSS.ELA-LITERACY.W.9-10.8
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

print and multimedia), determining which details are emphasized in each account.
CCSS.ELA-LITERACY.RI.9-10.8
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.
CCSS.ELA-LITERACY.RI.9-10.9
Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10
By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
CCSS.ELA-LITERACY.W.9-10.9
Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.9-10.9.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]").
CCSS.ELA-LITERACY.W.9-10.9.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").
CCSS.ELA-LITERACY.W.9-10.10
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

UNITS	PACING	ESSENTIAL QUESTIONS	CONTENT	ASSURED EXPERIENCES & ASSESSMENTS	INSTRUCTIONAL STRATEGIES
Unit 1: Identity	Weeks 1-5 Five Weeks	*What does identity mean?* *How is one's identity formed?*	In this unit students will focus on how identity is developed and how it shapes our beliefs, motivations, and experiences in life. **Learning Objectives:** • Students will be able to write a narrative essay exploring one the essential questions applied to their own identities. • Students will be able to identify themes/central ideas within literary and informative texts and explain how they are developed over the course of the text.	Narrative Essay Identity: Using three texts, student will write a narrative essay exploring the development of their personal identity. Reading Analysis Assessment: Students will be given three texts to answer SAT style comprehension questions.	Four A's Gallery Walk Daily Journals Write, Pair, Share Explicit Vocabulary Collaborative Annotation Homework &Practice Writing to Learn Classroom Talk

		How do personal experiences affect our identity? *To what extent to institutions emphasize conformity at the expense of individuality?* *What conflicts arise from various people's identity?*	• Students will be able to define the unit vocabulary terms and apply them to their own analysis of various texts. **Suggested Topics of Inquiry:** Race Gender Sexual orientation Family Culture Nationality Ethnicity Conformity Religion/faith **Unit Vocabulary:** Argumentative Character/Characterization Diction Extended Metaphor Simile Memoir Auto-Biography Biography **Anchor Texts** "10 Things I've Been Meaning to Say to You" by Jason Reynolds "Names/Nombres" by Julia Alvarez **Supplemental Texts** Articles: "They Grew Up as American Citizens Then Learned They Weren't" by Tara Bahrampour (Washington Post) Videos "The Danger of a Single Story" a TED Talk by author Chimamanda Ngozi Adichie		Student-Centered Learning Project Based Learning Graphic Organizers Double Column Note Summarizing & Notetaking Identifying similarities & difference Feedback Carousel Inquiry Based Learning Valley of Values Chalk Talk

			Poems "Mother to Son" by Langston Hughes "Quilts" by Nikki Giovanni "Homage to My Hips" by Lucille Clifton "Bilingual/Bilingue" by Rhina P. Espaillat "Where I'm From" by George Ella Lyon Short Stories "Everyday Use" by Alice Walker "Amigo Brothers" by Piri Thomas Novels/Long Works *The Poet X by Elizabeth Acevedo* *The Absolutely True Diary of a Part Time Indian* by Sherman Alexie *The Vanishing Half* by Brit Bennett		
Unit 2: Community	Weeks 6-10 Five Weeks	What defines a community? How might individuals come into conflict with their community? What responsibility does an individual owe to their community?	In this unit students will explore how the individual fits within his or her community and the responsibilities one has to other members of that community. **Learning Objectives:** • Students will be able to write an argumentative essay on a topic of their choosing. • Students will be able to identify themes/central ideas within literary and informative texts and explain how they are developed over the course of the text. • Students will be able to define the unit vocabulary terms listed below and apply them to their own analysis of texts. **Suggested Topics for Inquiry:** Tolerance Human Rights Community Responsibility	Teacher Assigned Argumentative Essay: Students will use teacher assignment sources to write an argumentative essay.	Four A's Gallery Walk Daily Journals Write, Pair, Share Explicit Vocabulary Collaborative Annotation Homework & Practice Writing to Learn Classroom Talk Student-Centered Learning Project Based Learning Graphic Organizers

| | | | What are the signs/indicators of a healthy or successful community? | Individual Responsibility

Prejudice/Bias
Social Justice
Education Equity
Gender Equality
Advocacy
Start a movement

Unit Vocabulary
Ethos
Pathos
Logos
Homonyms
Conflict
Connotation
Mood
Tone

Anchor Texts:

The House on Mango Street by Sandra Cisneros
"The Lottery" by Shirley Jackson

Suggested Texts:

Articles

"Political Society" by John Locke

"Cutlural Common Ground Gets Harder to Come By" by Elizabeth Blair

Poems

"Two Names/Two Worlds" by Jonathan Rodriguez

"In a Neighborhood in Los Angeles" by Francisco Alarcon | | Double Column Note
Summarizing & Notetaking
Identifying similarities & difference
Feedback Carousel
Inquiry Based Learning
Valley of Values
Chalk Talk |

			"Any Human to Another" by Countee Cullen		
			"The Rose that Grew from the Concrete" by Tupac Shakur		
			Short Stories		
			"The Masque of the Red Death" by Edgar Allan Poe		
			"A Jury of Her Peers" by Susan Glaspell		
			Novels/Long Works		
			World War Z by Max Brooks		
			All American Boys by Jason Reynolds		
			Dear Martin by Nic Stone		
			Plays		
			Zooman and the Sign by Charles Fuller		
Unit 3: Environment	Weeks 11-15 Five Weeks	To what extent should an individual be expected to sacrifice in order to benefit the environment? What can an individual do to help address inequalities in access to healthcare around the world? Is health an individual or societal issue?	In this unit students will investigate issues pertaining to the environment and human health and their place as global citizens. **Learning Objectives:** • Students will be able to write an argumentative essay on a topic from a list options provided by the teacher incorporating significant evidence from their own research. • Students will be able to identify themes/central ideas within literary and informative texts and explain how they are developed over the course of the text. • Students will be able to define the unit vocabulary terms listed below and apply them to their own analysis of texts. **Unit Vocabulary** Primary Source	Independent Argument Research Essay: Students choose their own topic and conduct independent research to write an argumentative essay.	Four A's Gallery Walk Daily Journals Write, Pair, Share Explicit Vocabulary Collaborative Annotation Homework &Practice Writing to Learn Classroom Talk Student-Centered Learning Project Based Learning Graphic Organizers Double Column Note Summarizing & Notetaking

		How do we balance personal comfort and convenience with environmental/human concerns?	Fact Opinion Bias Propaganda Foreshadowing Allusion Narrative Symbolism Literary Non-Fiction **Suggested topics of inquiry:** Climate change Global Warming Pollution Environmental Disasters Nuclear War Epidemics vs. Pandemics Disease vs. Disorder Famines Deforestation Overpopulation Substance abuse Diet/nutrition/physical wellness Mental and Emotional Health **Anchor Texts** "There Will Come Soft Rains" by Ray Bradbury "There Will Come Soft Rains" by Sara Teasdale **Suggested Texts:** Articles: "The Future as Seen From Greenland" by Craig Childs		Identifying similarities & difference Feedback Carousel Inquiry Based Learning Valley of Values Chalk Talk

			"Schools Aren't Super-Spreaders" by Emily Oster		
			"What the 'Schools Aren't Super-Spreaders' Argument Misses About Covid" from Teachthought		
			Photo Essays:		
			"Waiting to Move" by Ciril Jazbec		
			"Melting Away" by Camille Seaman		
			Poems:		
			Various Eco Poems at Poetry Foundation		
			Media:		
			"Among Giants" a short film		
			Ted Health Podcast		
			Books:		
			The Immortal Life of Henrietta Lacks by Rebecca Skloot		
Unit 4: Institutions	Weeks 16-20 Five Weeks	What are the best ways to address problems or corruptions in a system/institution? How has technology both helped and harmed society? What are the ways government both protects and restricts freedoms?	In this unit students will deconstruct the various systems and institutions of power and influence in our country in the world and the possible conflicts that arise from them. **Learning Objectives:** • Students will complete a project centered around the various argumentative vocabulary and skills they have practiced over the course of the semester. • Students will be able to identify themes/central ideas within literary and informative texts and explain how they are developed over the course of the text. • Students will be able to define the unit vocabulary terms listed below and apply them to their own analysis of texts. **Suggested Topics for Inquiry:** Government Education Sports organizations Poverty The police	Institution Reform Project Based Learning Assignment: Students will research current institutions and determine which ones need reform (schools, military, government, healthcare etc.) Students will solve real-world problems by providing a proposal for reform. Students will present their proposals in a student choice multi-media presentation.	Four A's Gallery Walk Daily Journals Write, Pair, Share Explicit Vocabulary Collaborative Annotation Homework &Practice Writing to Learn Classroom Talk Student-Centered Learning Project Based Learning Graphic Organizers Double Column Note

| | | | The military
Philanthropy/charitable organizations
Social media
Businesses/corporation

Unit Vocabulary:
Stereotype
Cause &Effect
Compare & Contrast
Point of View
Personification
Anecdote
Author's Purpose

Anchor Texts
"I Have Been to the Mountaintop" by MLK
"An Ideal for which I Am Prepared to Die" by Nelson Mandela
Serial Podcast 3 (can pick and choose different episodes)

Suggested Texts:

Articles:

"Against School" by John Taylor Gatto

"Cheating Upwards" by Robert Kolker

"Why We Look the Other Way" by Chuck Klosterman

"Cheating Is Good For You" by Mia Consalvo

"The Storytellers of Empire" by Kamila Shamise

Poems:

"Master of War" by Bob Dylan

If You have Hulu: | | Summarizing & Notetaking
Identifying similarities & difference
Feedback Carousel
Inquiry Based Learning
Valley of Values
Chalk Talk |

			Fyre Fraud		
			I Am Not Your Negro documentary film		
			<u>If You have Netflix</u>		
			The Social Network		
			<u>Media:</u>		
			[The Trouble with the Electoral College](#) (YouTube)		
			[The Problems with First Past the Post Voting](#) (YouTube)		
			[The Alternative Vote Explained](#) (YouTube)		
			<u>Books:</u>		
			1984 by George Orwell		

Rubrics:

[Argumentative Essay Rubric](#)

[Project Rubric](#)

[Reading Analysis Rubric](#)

[Narrative Essay Rubric](#)