



English Language Arts Grades 10 2018-2019

<i>Topic & Standards</i>	Unit 1
Q1	<p>Reading: Literature</p> <p>Reading: Literature 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.</p> <p>RL/RI.9-10.2: Analyze literary text development.</p> <ul style="list-style-type: none">a. Determine a theme 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.b. Provide an objective summary of the text that includes the theme and relevant story elements. <p>RL/RI.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.</p> <p>RL/RI.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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p> <p>RL/RI.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.</p> <p>RL/RI.9-10.7: Analyze the representation 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).</p> <p>RL/RI.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing: Informative/Explanatory</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>

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	<p>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.</p> <p>W.9-10.10 Write routinely over extended time frames (times 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.</p>			
	<p>Language</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L9-10.3: 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.</p> <p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
3 weeks	Formative Assessments Weekly Illuminate Assessment	SAT Vocabulary SS Pre WWI Czech Republic	I Am Me - Virginia Satir Collections 10-3: Metamorphosis Kafka and Graphic Novel	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
3 days	2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs		Collections 10-2: My Life as a Bat	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
1 week	Vocabulary	SAT Vocabulary	Close Reader 10-2: When I hear the Learn'd Astronomer	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
2 days	Timed Writing Summative Assessments		Collections 10-3: Starry Night	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos

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Throughout Unit	At least 1 GRASP *Students' level of understanding <i>may</i> be at the emergent level. Timed Writings End of Unit Illuminate Testing		Various Applicable Poems	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
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<i>Topic & Standards</i>	Unit 2
<i>Q1</i>	<p>Reading: Informational Text</p> <p>RI/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.</p> <p>RI/RL.9-10.2: Analyze informational text development.</p> <p style="padding-left: 20px;">a. 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.</p> <p style="padding-left: 20px;">b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea.</p> <p>RI/RL.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.</p> <p>RI/RL.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).</p> <p>RI/RL.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).</p> <p>RI/RL.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI/RL.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.</p>

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<p>RI/RL.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing: Informative/Explanatory 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. W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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. 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. 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 the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. W.9-10.10 Write routinely over extended time frames (times 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.</p> <p>Language L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.9-10.3: 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. L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies. L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>

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4 Weeks 2-4 days	Formative Assessments Weekly Illuminate Assessment 2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs Vocabulary Timed Writing	Science	Collections 10-4: “The Math Instinct”	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
3-4 days		Science	Collections 10-2 “Hope for Animals and Their World”	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
3-4 days		Science	Close Reader - “In Defense of Everglades Pythons” with This I Believe Essay	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
3-4 days		Science	This I Believe	Collection 10-3 Rivers and Tides, Documentary
1-2 days		Summative Assessments At least 1 GRASP *Students’ level of understanding <i>may</i> be at the emergent level. Timed Writings	Science	Collections 10-4 “Coming to our Senses”
5-6 days	End of Unit Illuminate Testing	Math and Science	Closed Reader - “Whale Sharks Use Geometry to Avoid Sinking”	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos

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<i>Topic & Standards</i>	Unit 3
Q2	<p>Reading: Informational Text</p> <p>RI/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.</p> <p>RI/RL.9-10.2: Analyze informational text development.</p> <ul style="list-style-type: none">a. 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.b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <p>RI/RL.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.</p> <p>RI/RL.9-10.4: Determine the meaning of words and phrases as they are used in 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).</p> <p>RI/RL.9-10.6: Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI/RL.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI/RL.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.</p> <p>RI/RL.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p>Writing: Argument</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p>

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	<p>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.</p> <p>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.</p> <p>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 the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10 Write routinely over extended time frames (times 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.</p>			
	<p>Language</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L9-10.3: 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.</p> <p>L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies</p> <p>L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
4 Weeks 3-4 days	Formative Assessments Weekly Illuminate Assessment	Strong social studies connections	Collections 10-1: Texas v. Johnson Majority Opinion	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos

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3-4 days	2-3 performance tasks that reach DOK level 4	Strong social studies connections	Collections 10-1: American Flag Stands For Tolerance	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
5-7 days	AND/OR 3-5 FATPs / RAFTs Vocabulary Timed Writing	Strong social studies connections	Close Reader UN Declaration of Human Rights	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
4-5 days	Summative Assessments	Strong social studies connections	Excerpts from <i>Anthem</i>	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
Throughout Unit	At least 1 GRASP *Students' level of understanding <i>may</i> be at the emergent level. Timed Writings End of Unit Illuminate Testing	Strong social studies connections	Various poems as applicable & This I Believe Essays	

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<i>Topic & Standards</i>	Unit 4
Q2	<p>Reading: Literature</p> <p>RL/RI.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.</p> <p>RL/RI.9-10.2: Analyze literary text development.</p> <p>a. Determine a theme 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.</p> <p>b. Provide an objective summary of the text that includes the theme and relevant story elements.</p> <p>RL/RI.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</p> <p>RL/RI.9-10.6: Analyze how a point of view, perspective, or cultural experience is reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL/RI.9-10.7: Analyze the representation 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).</p> <p>RL/RI.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<p>Writing: Argument</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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 the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>

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	<p>W.9-10.10 Write routinely over extended time frames (times 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.</p> <p>Language L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L9-10.3: 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. L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
6 weeks	<p>Formative Assessments Weekly Illuminate Assessment 2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs Vocabulary Timed Writing</p> <p>Summative Assessments At least 1 GRASP</p>	Social Studies Human rights' issues	Fahrenheit 451	Movie - Fahrenheit 451, HBO Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
Throughout Unit		Science	Various Applicable Poems	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
Throughout Unit			Current News Articles	

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	<p>*Students' level of understanding <i>may</i> be at the emergent level. Timed Writings</p> <p>End of Unit Illuminate Testing</p>			
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<i>Topic & Standards</i>	Unit 5
Q3	<p>Reading: Informational Text</p> <p>RI/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.</p> <p>RI/RL.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).</p> <p>RI/RL.9-10.6: Determine an author's perspective or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>RI/RL.9-10.7: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>RI/RL.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.</p>

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RI/RL.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.

RI/RL.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Writing: Argument

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.

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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.

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.

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 the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9-10.10 Write routinely over extended time frames (times 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.

Language

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L9-10.3: 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.

L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>	
4 Weeks 5-6 days	Formative Assessments Weekly Illuminate Assessment	Social Studies	Letter from Birmingham Jail	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
3-4 days		Social Studies	Revolution 2.0	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
2-3 days	2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs	Social Studies	Letter to Viceroy Roy Irvin	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
2-3 days	Vocabulary Timed Writing	Social Studies	Ghandi: The Rise of Fame	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
2-3 days	Summative Assessments At least 1 GRASP *Students' level of understanding <i>may</i> be at the emergent level. Timed Writings End of Unit Illuminate Testing	Social Studies	Speech at the March on Washington	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
			Various Applicable Poems		

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<i>Topic & Standards</i>	Unit 6
Q3	<p>Reading: Literature</p> <p>RL/RI.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.</p> <p>RL/RI.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.</p> <p>RL/RI.9-10.7: Analyze the representation 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).</p> <p>RL/RI.9-10.9: Analyze how an author alludes to 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).</p> <p>RL/RI.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<p>Writing: Argument</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>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 the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>W.9-10.10 Write routinely over extended time frames (times 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.</p>

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Revised July 2018



English Language Arts Grades 10 2018-2019

	<p>Language L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L9-10.3: 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. L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>				
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>	
5-6 weeks	<p>Formative Assessments Weekly Illuminate Assessment</p> <p>2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs</p> <p>Vocabulary Timed Writing</p> <p>Summative Assessments At least 1 GRASP *Students' level of understanding <i>may</i> be at the emergent level. Timed Writings</p>	Social Studies	To Kill A Mockingbird	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos	
			Various Applicable Poems		
				Various Current News	

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English Language Arts Grades 10 2018-2019

	End of Unit Illuminate Testing			
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Revised July 2018



English Language Arts Grades 10 2018-2019

<i>Topic & Standards</i>	Unit 7
Q4	<p>Reading: Literature</p> <p>RI/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.</p> <p>RI/RL.9-10.2: Analyze informational text development.</p> <ul style="list-style-type: none">a. 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.b. Provide an objective summary of the text that includes the development of the central idea and how details impact this idea. <p>RI/RL.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.</p> <p>RI/RL.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).</p> <p>RI/RL.9-10.9: Analyze how an author draws on and transforms sound 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).</p> <p>RI/RL.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
	<p>Writing: Narrative</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>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.</p> <p>W.9-10.10 Write routinely over extended time frames (times 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.</p>

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English Language Arts Grades 10 2018-2019

	<p>Language L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L9-10.3: 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. L.9-10.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
3-4 Weeks	Formative Assessments Weekly Illuminate Assessment 2-3 performance tasks that reach DOK level 4 AND/OR 3-5 FATPs / RAFTs Vocabulary Timed Writing Summative Assessments At least 1 GRASP		Why Read Shakespeare, Video Biography of Shakespeare	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
			Shakespearean Drama	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
			Macbeth on the Estate	Video

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Revised July 2018



English Language Arts Grades 10 2018-2019

	<p>*Students' level of understanding <i>may</i> be at the emergent level. Timed Writings</p> <p>End of Unit Illuminate Testing</p>			
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<i>Topic & Standards</i>	Unit 8
Q4	<p>Reading: Literature</p> <p>RL/RI.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.</p> <p>RL/RI.9-10.2: Analyze literary text development.</p> <p>a. Determine a theme 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.</p> <p>b. Provide an objective summary of the text that includes the theme and relevant story elements.</p> <p>RL/RI.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, mood, and tone (e.g., how the language evokes a sense of time and place or an emotion; how it sets a formal or informal tone).</p> <p>RL/RI.9-10.7: Analyze the representation 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).</p> <p>RL/RI. 9-10.9: Analyze how an author draws on and transforms sound 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).</p> <p>RL/RI.9-10.10 : By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grade 9 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>

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	<p>Writing: Narrative</p> <p>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.</p> <p>W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>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.</p> <p>W.9-10.10 Write routinely over extended time frames (times 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.</p> <p>Language</p> <p>L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L9-10.3: 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.</p> <p>L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>			
<i>Time Frame</i>	<i>Types of Assessment (Evidence)</i>	<i>Opportunities for Integration</i>	<i>Resources (Curriculum /Textbook)</i>	<i>Technology, Other</i>
5-6 weeks	Formative Assessments Weekly Illuminate Assessment		Collections 10-5: Macbeth	Macbeth Movie Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos
			No Fear Shakespeare, used periodically for understanding.	Google Docs, Collections Online Resources including Tutorials, Interactive Writing, and Videos

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	2-3 performance tasks that reach DOK level 4			
	AND/OR 3-5 FATPs / RAFTs			
	Vocabulary			
	Timed Writing			
	Summative Assessments At least 1 GRASP *Students' level of understanding <i>may</i> be at the emergent level. Timed Writings			
	End of Unit Illuminate Testing			

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