

Grade 10 ELA Scope and Sequence SY 14-15

Unit Theme	Dates	Unit Focus	Reading: Literature RL.10.1, RL.10.2 and RL.10.10 apply to each unit.	Reading: Informational Text RI.10.1, RI.10.2 and RI.10.10 apply to each unit.	Writing W.10.4, W.10.5, W.10.9 and W.10.10 apply to each unit.	Speaking and Listening SL.10.1 and SL.10.6 apply to each unit.	Language L.10.1, L.10.2 and L.10.4 (a), (b) apply to each unit. **Tested item
1 The Dead	8/25/14 to 10/09/14 (Instructional Days: 33)	Students explore the role of death in literature. Students compare and contrast the ways death and dying is experienced around the world. Evidence based writing will focus on explaining how different people and characters react to and cope with the threat of and/or the event of death.	RL.10.1 RL.10.2 RL.10.3 RL.10.5	RI.10.1 RI.10.2 RI.10.4	W.10.2 W.10.4 W.10.5 W.10.9 W.10.10	SL.10.1 SL.10.6	L.10.1 L.10.2 **L.10.4
2 Money Makes the World Go Around	10/14/14 to 12/12/14 (Instructional Days: 38.5)	Students tour the world with an eye on money, examining how wealth and poverty are portrayed in so many different ways. With emphasis on how money, or the lack thereof, motivates people and characters, students consider the impact of economy on human events. Evidence based writing focuses on explaining different views on the importance of wealth, including its role in contributing to happiness.	RL.10.1 RL.10.2 RL.10.4 RL.10.6	RI.10.1 RI.10.2 RI.10.8 RI.10.9	W.10.2 W.10.4 W.10.5 W.10.9 W.10.10	SL.10.1 SL.10.3 SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b) L.10.5
3 Fate or Free Will?	12/15/14 to 2/12/15 (Instructional Days: 32.5)	Students examine the ideas of fate and free will, as portrayed in classics and/or modern texts. Students analyze the use of rhythm, punctuation and imagery to convey motives, thoughts and feelings of characters. Evidence based writing focuses on arguing whether fate or free will played a role in the outcome of an event.	RL.10.1 RL.10.2 RL.10.7	RI.10.1 RI.10.2 RI.10.3 RI.10.6	W.10.1 W.10.4 W.10.5 W.10.7 W.10.8 W.10.9 W.10.10	SL.10.1 SL.10.2 SL.10.6	L.10.1 L.10.2 L.10.3 L.10.4 (a), (b)
4 Crime and Punishment	2/17/15 to 4/10/15 (Instructional Days: 36.5)	Students analyze the motivation of criminals and the consequences of their actions. Reading about law, crimes, trials, verdicts and sentences in world texts, students immerse themselves in questions of justice and the role of law in modern society. Evidence based writing focuses on arguing whether certain punishments are justifiable for certain crimes.	RL.10.1 RL.10.2 RL.10.9	RI.10.1 RI.10.2 RI.10.5 RI.10.8	W.10.1 W.10.4 W.10.5 W.10.7 W.10.8 W.10.9 W.10.10	SL.10.1 SL.10.4 SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b)
5 Atrocities and Remembrance	4/20/15 to 6/17/15 (Instructional Days: 40.5)	Students study human atrocities, from slavery to genocide to Hiroshima, exploring the question of "how could we do this to each other?" Examining fictional and factual texts, art, music and memorials, students face the facts. Evidence based writing focuses on creating narratives that depict real or imagined atrocities or large-scale injustices.	RL.10.1 RL.10.2 RL.10.3 RL.10.6	RI.10.1 RI.10.2 RI.10.7	W.10.3 W.10.4 W.10.5 W.10.6 W.10.9 W.10.10	SL.10.1 SL.10.5 SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b) L.10.6

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.10.1, RL.10.2 and	Text	W.10.4, W.10.5, W.10. 9 and W.10.10 apply to each unit.	SL.10.1 and SL.10.6 apply to each unit.	L.10.1, L.10.2, and L.10.4 (a), (b) apply to each unit.
	RL.10.10 apply to each	RI.10.1, RI.10.2 and			
	unit.	RI.10.10 apply to each			
		unit.			
1	RL.10.1 Cite strong and	RI.10.1 Cite strong and thorough	W.10.2 Write informative/explanatory texts to examine and convey	SL.10.1 Initiate and participate effectively in a	L.10.1 Demonstrate command of the conventions of standard
	thorough textual evidence to	textual evidence to support	complex ideas, concepts, and information clearly and accurately	range of collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
The Dead	support analysis of what the	analysis of what the text says	through the effective selection, organization, and analysis of content.	in groups, and teacher-led) with diverse	(a) Use parallel structure.
0/25/14	text says explicitly as well as	explicitly as well as inferences	a) Introduce a topic; organize complex ideas, concepts, and	partners on grade 10 topics, texts, and issues,	(b) Use various types of phrases (noun, verb, adjectival, adverbial,
8/25/14 to	inferences drawn from the text.	drawn from the text.	information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and	building on others' ideas and expressing their own clearly and persuasively.	participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings
10/09/14	text.	RI.10.2 Determine a central idea	multimedia when useful to aiding comprehension.	(a) Come to discussions prepared, having read	and add variety and interest to writing or presentations.
(Instructional Days: 33)	RL.10.2 Determine a theme or	of a text and analyze its	b) Develop the topic with well-chosen, relevant, and sufficient facts,	and researched material under study; explicitly	and add variety and interest to writing of presentations.
	central idea of a text and	development over the course of	extended definitions, concrete details, guotations, or other	draw on that preparation by referring to	L.10.2 Demonstrate command of the conventions of standard
Students explore the role of	analyze in detail its	the text, including how it	information and examples appropriate to the audience's knowledge of	evidence from texts and other research on the	English capitalization, punctuation, and spelling when writing.
death in literature. Students	development over the course	emerges and is shaped and	the topic.	topic or issue to stimulate a thoughtful, well-	(a) Use a semicolon (and perhaps a conjunctive adverb) to link
compare and contrast the	of the text, including how it	refined by specific details;	c) Use appropriate and varied transitions to link the major sections of	reasoned exchange of ideas.	two or more closely related independent clauses.
ways death and dying is	emerges and is shaped and	provide an objective summary of	the text, create cohesion, and clarify the relationships among complex	(b) Work with peers to set rules for collegial	(b) Use a colon to introduce a list or quotation.
experienced around the	refined by specific details;	the text.	ideas and concepts.	discussions and decision-making (e.g., informal	(c) Spell correctly.
world. Evidence based	provide an objective summary		d) Use precise language and domain-specific vocabulary to manage the	consensus, taking votes on key issues,	
writing will focus on	of the text.	RI.10.4 Determine the meaning	complexity of the topic.	presentation of alternate views), clear goals	L.10.4 Determine or clarify the meaning of unknown and
explaining how different	PL 10.2 Analyza have sampley	of words and phrases as they are	e) Establish and maintain a formal style and objective tone while	and deadlines, and individual roles as needed.	multiple-meaning words and phrased on grade 10 reading and
people and characters react to and cope with the threat	RL.10.3 Analyze how complex characters (e.g. those with	used in a text, including figurative, connotative, and	attending to the norms and conventions of the discipline in which they are writing.	(c) Propel conversations by posing and responding to questions that relate the current	 content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence,
of and/or the event of	multiple or conflicting	technical meanings; analyze the	f) Provide a concluding statement or section that follows from and	discussion to broader themes or larger ideas;	paragraph, or text; a word's position or function in a sentence) as
death.	motivation) develop over the	cumulative impact of specific	supports the information or explanation presented (e.g., articulating	actively incorporate others into the discussion;	a clue to the meaning of a word or phrase.
deatin	course of a text, interact with	word choices on meaning and	implications or the significance of the topic).	and clarify, verify, or challenge ideas and	b) Identify and correctly use patterns of word changes that
	other characters, and advance	tone.		conclusions.	indicate different meanings or parts of speech (e.g., analyze,
	the plot or develop the theme.		W.10.4 Produce clear and coherent writing in which the development,	(d) Respond thoughtfully to diverse	analysis, analytical; advocate, advocacy).
			organization, and style are appropriate to task, purpose, and audience.	perspectives, summarize points of	c) Consult general and specialized reference materials (e.g.,
	RL.10.5 Analyze how an			agreement and disagreement, and, when	dictionaries, glossaries, thesauruses), both print and digital, to
	author's choices concerning		W.10.5 Develop and strengthen writing as needed by planning,	warranted, qualify or justify their own views	find the pronunciation of a word or determine or clarify its
	how to structure a text, order		revising, editing, rewriting, or trying a new approach, focusing on	and understanding and make new connections	precise meaning, its part of speech, or its etymology.
	events within (e.g. parallel		addressing what is most significant for a specific purpose or audience.	in light of the evidence and reasoning	d) Verify the preliminary determination of the meaning of a word
	plots), and manipulate time (e.g. pacing, flashback) create		W.10.9 Draw evidence from literary or informational texts to support	presented.	or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
	such effects as mystery,		analysis, reflection, and research	SL.10.6 Adapt speech to a variety of contexts	a dictionary).
	tension, or surprise.		(a) Apply grade 10 Reading standards to literature (e.g., "Analyze how	and tasks, demonstrating command of formal	
			an author draws on and transforms source material in a specific works	English when indicated or appropriate.	
			[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 10 Reading standards to literary nonfiction (e.g.,		
			"Delineate and evaluate the argument and specific claim in a text,		
			assessing whether the reasoning is valid and the evidence is relevant		
1			and sufficient; identify false statements and fallacious reasoning").		

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.10.1, RL.10.2 and	Text	W.10.4, W.10.5, W.10. 9 and W.10.10 apply to each unit.	SL.10.1 and SL.10.6 apply to each unit.	L.10.1, L.10.2, and L.10.4 (a), (b) apply to each unit.
	RL.10.10 apply to each	RI.10.1, RI.10.2 and		,	
	unit.	RI.10.10 apply to each			
	unit.	unit.			
2	RL.10.1 Cite strong and	RI.10.1 Cite strong and thorough	W.10.2 Write informative/explanatory texts to examine and convey	SL.10.1 Initiate and participate effectively in a	L.10.1 Demonstrate command of the conventions of standard
	thorough textual evidence to	textual evidence to support	complex ideas, concepts, and information clearly and accurately	range of collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Money Makes the World	support analysis of what the	analysis of what the text says	through the effective selection, organization, and analysis of content.	in groups, and teacher-led) with diverse	(a) Use parallel structure.
Go Around	text says explicitly as well as inferences drawn from the	explicitly as well as inferences drawn from the text.	a) Introduce a topic; organize complex ideas, concepts, and information to	partners on <i>grade 10 topics, texts, and issues,</i> building on others' ideas and expressing their	(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,
10/14/14	text.		make important connections and distinctions; include formatting (e.g.,	own clearly and persuasively.	dependent; noun, relative, adverbial) to convey specific meanings
to		RI.10.2 Determine a central idea	headings), graphics (e.g., figures, tables), and multimedia when useful	(a) Come to discussions prepared, having read	and add variety and interest to writing or presentations.
12/12/14	RL.10.2 Determine a theme or	of a text and analyze its	to aiding comprehension.	and researched material under study; explicitly	
(Instructional Days: 38.5)	central idea of a text and	development over the course of	b) Develop the topic with well-chosen, relevant, and sufficient facts,	draw on that preparation by referring to	L.10.2 Demonstrate command of the conventions of standard
Students tour the world	analyze in detail its development over the course	the text, including how it emerges and is shaped and	extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of	evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-	English capitalization, punctuation, and spelling when writing. (a) Use a semicolon (and perhaps a conjunctive adverb) to link
with an eye on money,	of the text, including how it	refined by specific details;	the topic.	reasoned exchange of ideas.	two or more closely related independent clauses.
examining how wealth and	emerges and is shaped and	provide an objective summary of	c) Use appropriate and varied transitions to link the major sections of	(b) Work with peers to set rules for collegial	(b) Use a colon to introduce a list or quotation.
poverty are portrayed in so	refined by specific details;	the text.	the text, create cohesion, and clarify the relationships among complex	discussions and decision-making (e.g., informal	(c) Spell correctly.
many different ways. With	provide an objective summary		ideas and concepts.	consensus, taking votes on key issues,	
emphasis on how money, or	of the text.	RI.10.9 Analyze seminal U.S.	d) Use precise language and domain-specific vocabulary to manage the	presentation of alternate views), clear goals	L.10.4 Determine or clarify the meaning of unknown and
the lack thereof, motivates	DI 10 4 Determine the	documents of historical and	complexity of the topic.	and deadlines, and individual roles as needed.	multiple-meaning words and phrased on <i>grade 10 reading and</i>
people and characters, students consider the	RL.10.4 Determine the meaning of words and phrases	literary significance, including how they address related themes	e) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they	(c) Propel conversations by posing and responding to questions that relate the current	content, choosing flexibly from a range of strategies. a) Use context (e.g., the overall meaning of a sentence,
impact of economy on	as they are used in the text,	and concepts.	are writing.	discussion to broader themes or larger ideas;	paragraph, or text; a word's position or function in a sentence) as
human events. Evidence	including figurative and		f) Provide a concluding statement or section that follows from and	actively incorporate others into the discussion;	a clue to the meaning of a word or phrase.
based writing focuses on	connotative meanings; analyze		supports the information or explanation presented (e.g., articulating	and clarify, verify, or challenge ideas and	b) Identify and correctly use patterns of word changes that
explaining different views	the cumulative impact of		implications or the significance of the topic).	conclusions.	indicate different meanings or parts of speech (e.g., analyze,
on the importance of	specific word choices on			(d) Respond thoughtfully to diverse	analysis, analytical; advocate, advocacy).
wealth, including its role in	meaning and tone.		W.10.4 Produce clear and coherent writing in which the development,	perspectives, summarize points of	
contributing to happiness.	PL 10 C Applyze a particular		organization, and style are appropriate to task, purpose, and audience.	agreement and disagreement, and, when	L.10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	RL.10.6 Analyze a particular point of view or cultural		W.10.5 Develop and strengthen writing as needed by planning,	warranted, qualify or justify their own views and understanding and make new connections	a) Interpret figures of speech (e.g., euphemism, oxymoron) in
	experience reflected in a work		revising, editing, rewriting, or trying a new approach, focusing on	in light of the evidence and reasoning	context and analyze their role in the text.
	of literature from outside the		addressing what is most significant for a specific purpose or audience.	presented.	b) Analyze nuances in the meaning of words with similar
	United States, drawing on a				denotations.
	wide reading of world		W.10.9 Draw evidence from literary or informational texts to support	SL.10.3 Evaluate a speaker's point of view,	
	literature.		analysis, reflection, and research	reasoning, and use of evidence and rhetoric,	
			(a) Apply grade 10 Reading standards to literature (e.g., "Analyze how	identifying any fallacious reasoning or	
			an author draws on and transforms source material in a specific works [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible	exaggerated or distorted evidence.	
			or how a later author draws on a play by Shakespeare]").	SL.10.6 Adapt speech to a variety of contexts	
			(b) Apply grade 10 Reading standards to literary nonfiction (e.g.,	and tasks, demonstrating command of formal	
			"Delineate and evaluate the argument and specific claim in a text,	English when indicated or appropriate.	
			assessing whether the reasoning is valid and the evidence is relevant		
			and sufficient; identify false statements and fallacious reasoning").		

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.10.1, RL.10.2 and	Text	W.10.4, W.10.5, W.10. 9 and W.10.10 apply to each unit.	SL.10.1 and SL.10.6 apply to each unit.	L.10.1, L.10.2, and L.10.4 (a), (b) apply to each unit.
	RL.10.10 apply to each	RI.10.1, RI.10.2 and			
	unit.	RI.10.10 apply to each			
	diffe.				
		unit.			
3	RL.10.1 Cite strong and	RI.10.1 Cite strong and thorough	W.10.1 Write arguments to support claims in an analysis of substantive	SL.10.1 Initiate and participate effectively in a	L.10.1 Demonstrate command of the conventions of standard
Fate or Free Will?	thorough textual evidence to	textual evidence to support analysis of what the text says	topics or texts, using valid reasoning and relevant and sufficient evidence.	range of collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Fate of Free Will?	support analysis of what the text says explicitly as well as	explicitly as well as inferences	a) Introduce precise claim(s), distinguish the claim(s) from alternate or	in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues,	 (a) Use parallel structure. (b) Use various types of phrases (noun, verb, adjectival, adverbial,
12/15/14	inferences drawn from the	drawn from the text.	opposing claims, and create an organization that establishes clear	building on others' ideas and expressing their	participial, prepositional, absolute) and clauses (independent,
to	text.	drawn nom the text.	relationships among claim(s), counterclaims, reasons, and evidence.	own clearly and persuasively.	dependent; noun, relative, adverbial) to convey specific meanings
2/12/15	contra la	RI.10.2 Determine a central idea	b) Develop claim(s) and counterclaims fairly, supplying evidence for	(a) Come to discussions prepared, having read	and add variety and interest to writing or presentations.
(Instructional Days: 32.5)	RL.10.2 Determine a theme or	of a text and analyze its	each while pointing out the strengths and limitations of both in a	and researched material under study; explicitly	
	central idea of a text and	development over the course of	manner that anticipates the audience's knowledge level and concerns.	draw on that preparation by referring to	L.10.2 Demonstrate command of the conventions of standard
Students examine the ideas	analyze in detail its	the text, including how it	c) Use words, phrases, and clauses to link the major sections of the	evidence from texts and other research on the	English capitalization, punctuation, and spelling when writing.
of fate and free will, as	development over the course	emerges and is shaped and	text, create cohesion, and clarify the relationships between claim(s)	topic or issue to stimulate a thoughtful, well-	(a) Use a semicolon (and perhaps a conjunctive adverb) to link
portrayed in classics and/or	of the text, including how it	refined by specific details;	and reasons, between reasons and evidence, and between claim(s) and	reasoned exchange of ideas.	two or more closely related independent clauses.
modern texts. Students	emerges and is shaped and	provide an objective summary of	counterclaims.	(b) Work with peers to set rules for collegial	(b) Use a colon to introduce a list or quotation.
analyze the use of rhythm,	refined by specific details;	the text.	d) Establish and maintain a formal style and objective tone while	discussions and decision-making (e.g., informal	(c) Spell correctly.
punctuation and imagery to	provide an objective summary	DI 10.2 Analyza have the system	attending to the norms and conventions of the discipline in which they	consensus, taking votes on key issues,	1.10.2 Annhy language of language to understand how language
convey motives, thoughts and feelings of characters.	of the text.	RI.10.3 Analyze how the author unfolds an analysis or series of	are writing. e) Provide a concluding statement or section that follows from and	presentation of alternate views), clear goals and deadlines, and individual roles as needed.	L.10.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for
Evidence based writing	RL.10.7 Analyze the	ideas or events, including the	supports the argument presented.	(c) Propel conversations by posing and	meaning or style, and to comprehend more fully when reading or
focuses on arguing whether	representation of a subject or a	order in which the points are	supports the argument presented.	responding to questions that relate the current	listening.
fate or free will played a	key scene in two different	made, how they are introduced	W.10.4 Produce clear and coherent writing in which the development,	discussion to broader themes or larger ideas;	(a) Write and edit work so that it conforms to the guidelines in a
role in the outcome of an	artistic mediums, including	and developed, and the	organization, and style are appropriate to task, purpose, and audience.	actively incorporate others into the discussion;	style manual (e.g., MLA Handbook, Turabian's Manual for
event.	what is emphasized or absent	connections that are drawn		and clarify, verify, or challenge ideas and	Writers) appropriate for the discipline and writing type.
	in each treatment. (e.g.,	between them.	W.10.5 Develop and strengthen writing as needed by planning,	conclusions.	
	Auden's "Musee des Beaux		revising, editing, rewriting, or trying a new approach, focusing on	(d) Respond thoughtfully to diverse	L.10.4 Determine or clarify the meaning of unknown and
	Arts" and Breughel's Landscape	RI.10.6 Determine an author's	addressing what is most significant for a specific purpose or audience.	perspectives, summarize points of	multiple-meaning words and phrased on grade 10 reading and
	with the Fall of Icarus).	point of view or purpose in a text		agreement and disagreement, and, when	content, choosing flexibly from a range of strategies.
		and analyze how an author uses	W.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	warranted, qualify or justify their own views	a) Use context (e.g., the overall meaning of a sentence,
		rhetoric to advance that point of view or purpose.	broaden the inquiry when appropriate; synthesize multiple sources on the	and understanding and make new connections in light of the evidence and reasoning	paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		view of purpose.	subject, demonstrating understanding of the subject under investigation.	presented.	b) Identify and correctly use patterns of word changes that
		RI.10.8 Delineate and evaluate		presented.	indicate different meanings or parts of speech (e.g., <i>analyze</i> ,
		the argument and specific claims	W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each	SL.10.2 Integrate multiple sources of	analysis, analytical; advocate, advocacy).
		in a text, assessing whether the	sources, using advanced search search question; integrate information into the text	information presented in diverse media or	
		reasoning is valid and the	selectively to maintain the flow of ideas, avoiding plagiarism and following a	formats, evaluating the credibility and accuracy	
		evidence is relevant and	standard form for citation.	of each source.	
		sufficient; identify false	W 10.0 Draw avidence from literan or informational toute to a sect		
		statements and fallacious	W.10.9 Draw evidence from literary or informational texts to support	SL.10.6 Adapt speech to a variety of contexts	
		reasoning.	analysis, reflection, and research (a) Apply grade 10 Reading standards to literature (e.g., "Analyze how	and tasks, demonstrating command of formal	
			an author draws on and transforms source material in a specific works	English when indicated or appropriate.	
			[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 grade 10 Reading standards to literary nonfiction (e.g.,		
			"Delineate and evaluate the argument and specific claim in a text,		
			assessing whether the reasoning is valid and the evidence is relevant		
			and sufficient; identify false statements and fallacious reasoning").		

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.10.1, RL.10.2 and	Text	W.10.4, W.10.5, W.10. 9 and W.10.10 apply to each unit.	SL.10.1 and SL.10.6 apply to each unit.	L.10.1, L.10.2, and L.10.4 (a), (b) apply to each unit.
	RL.10.10 apply to each	RI.10.1, RI.10.2 and	······································		
	unit.				
	unit.	RI.10.10 apply to each			
		unit.			
4	RL.10.1 Cite strong and	RI.10.1 Cite strong and thorough	W.10.1 Write arguments to support claims in an analysis of substantive	SL.10.1 Initiate and participate effectively in a	L.10.1 Demonstrate command of the conventions of standard
	thorough textual evidence to	textual evidence to support	topics or texts, using valid reasoning and relevant and sufficient	range of collaborative discussions (one-on-one,	English grammar and usage when writing or speaking.
Crime and Punishment	support analysis of what the	analysis of what the text says	evidence.	in groups, and teacher-led) with diverse	(a) Use parallel structure.
2/17/15	text says explicitly as well as inferences drawn from the	explicitly as well as inferences drawn from the text.	a) Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear	partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their	(b) Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent,
2/1//15 to	text.	drawn nom the text.	relationships among claim(s), counterclaims, reasons, and evidence.	own clearly and persuasively.	dependent; noun, relative, adverbial) to convey specific meanings
4/10/15	text.	RI.10.2 Determine a central idea	b) Develop claim(s) and counterclaims fairly, supplying evidence for	(a) Come to discussions prepared, having read	and add variety and interest to writing or presentations.
(Instructional Days: 36.5)	RL.10.2 Determine a theme or	of a text and analyze its	each while pointing out the strengths and limitations of both in a	and researched material under study; explicitly	and dud variety and interest to writing of presentations.
(central idea of a text and	development over the course of	manner that anticipates the audience's knowledge level and concerns.	draw on that preparation by referring to	L.10.2 Demonstrate command of the conventions of standard
Students analyze the	analyze in detail its	the text, including how it	c) Use words, phrases, and clauses to link the major sections of the	evidence from texts and other research on the	English capitalization, punctuation, and spelling when writing.
motivation of criminals and	development over the course	emerges and is shaped and	text, create cohesion, and clarify the relationships between claim(s)	topic or issue to stimulate a thoughtful, well-	(a) Use a semicolon (and perhaps a conjunctive adverb) to link
the consequences of their	of the text, including how it	refined by specific details;	and reasons, between reasons and evidence, and between claim(s) and	reasoned exchange of ideas.	two or more closely related independent clauses.
actions. Reading about law,	emerges and is shaped and	provide an objective summary of	counterclaims.	(b) Work with peers to set rules for collegial	(b) Use a colon to introduce a list or quotation.
crimes, trials, verdicts and	refined by specific details;	the text.	d) Establish and maintain a formal style and objective tone while	discussions and decision-making (e.g., informal	(c) Spell correctly.
sentences in world texts,	provide an objective summary		attending to the norms and conventions of the discipline in which they	consensus, taking votes on key issues,	
students immerse	of the text.	RI.10.5 Analyze in detail how an	are writing.	presentation of alternate views), clear goals	L.10.4 Determine or clarify the meaning of unknown and
themselves in questions of justice and the role of law in	RL.10.9 Analyze how an author	author's ideas or claims are developed and refined by	e) Provide a concluding statement or section that follows from and supports the argument presented.	and deadlines, and individual roles as needed. (c) Propel conversations by posing and	multiple-meaning words and phrased on <i>grade 10 reading and content,</i> choosing flexibly from a range of strategies.
modern society. Evidence	draws on and transforms	particular sentences, paragraphs,	supports the argument presented.	responding to questions that relate the current	a) Use context (e.g., the overall meaning of a sentence,
based writing focuses on	source material in a specific	or larger portions of a text.	W.10.4 Produce clear and coherent writing in which the development,	discussion to broader themes or larger ideas;	paragraph, or text; a word's position or function in a sentence) as
arguing whether certain	work.	or larger portions or a text.	organization, and style are appropriate to task, purpose, and audience.	actively incorporate others into the discussion;	a clue to the meaning of a word or phrase.
punishments are justifiable		RI.10.8 Delineate and evaluate		and clarify, verify, or challenge ideas and	b) Identify and correctly use patterns of word changes that
for certain crimes.		the argument and specific claims	W.10.5 Develop and strengthen writing as needed by planning,	conclusions.	indicate different meanings or parts of speech (e.g., analyze,
		in a text, assessing whether the	revising, editing, rewriting, or trying a new approach, focusing on	(d) Respond thoughtfully to diverse	analysis, analytical; advocate, advocacy).
		reasoning is valid and the	addressing what is most significant for a specific purpose or audience.	perspectives, summarize points of	
		evidence is relevant and		agreement and disagreement, and, when	
		sufficient; identify false	W.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	warranted, qualify or justify their own views	
		statements and fallacious	broaden the inquiry when appropriate; synthesize multiple sources on the	and understanding and make new connections	
		reasoning.	subject, demonstrating understanding of the subject under investigation.	in light of the evidence and reasoning presented.	
				presented.	
			W.10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each	SL.10.4 Present information, findings, and	
			source in answering the research question; integrate information into the text	supporting evidence clearly, concisely, and	
			selectively to maintain the flow of ideas, avoiding plagiarism and following a	logically such that listeners can follow the line	
			standard form for citation.	of reasoning and the organization,	
			W 40 0 Days a till see from the second for the last second	development, substance, and style are	
			W.10.9 Draw evidence from literary or informational texts to support	appropriate to purpose, audience, and task.	
			analysis, reflection, and research (a) Apply grade 10 Reading standards to literature (e.g., "Analyze how		
			an author draws on and transforms source material in a specific works	SL.10.6 Adapt speech to a variety of contexts	
			[e.g., how Shakespeare treats a theme or topic from Ovid or the Bible	and tasks, demonstrating command of formal	
			or how a later author draws on a play by Shakespeare]").	English when indicated or appropriate.	
			(b) Apply grade 10 Reading standards to literary nonfiction (e.g.,		
			"Delineate and evaluate the argument and specific claim in a text,		
			assessing whether the reasoning is valid and the evidence is relevant		
			and sufficient; identify false statements and fallacious reasoning").		

Unit	Reading: Literature	Reading: Informational	Writing	Speaking and Listening	Language
Information	RL.10.1, RL.10.2 and	Text	W.10.4, W.10.5, W.10. 9 and W.10.10 apply to each unit.	SL.10.1 and SL.10.6 apply to each unit.	L.10.1, L.10.2, and L.10.4 (a), (b) apply to each unit.
	RL.10.10 apply to each	RI.10.1, RI.10.2 and			
	unit.	RI.10.10 apply to each			
	unit.	11.7			
		unit.			
5	RL.10.1 Cite strong and	RI.10.1 Cite strong and thorough	W.10.3 Write narratives to develop real or imagined experiences using	SL.10.1 Initiate and participate effectively in a	L.10.1 Demonstrate command of the conventions of standard
Atrocities and	thorough textual evidence to support analysis of what the	textual evidence to support analysis of what the text says	effective technique, well-chosen details, and well-structured event sequences.	range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse	English grammar and usage when writing or speaking. (a) Use parallel structure.
Remembrance	text says explicitly as well as	explicitly as well as inferences	a) Engage and orient the reader by setting out a problem, situation, or	partners on grade 10 topics, texts, and issues,	(b) Use various types of phrases (noun, verb, adjectival, adverbial,
Remembrance	inferences drawn from the	drawn from the text.	observation, establishing one or multiple point(s) of view, and	building on others' ideas and expressing their	participial, prepositional, absolute) and clauses (independent,
4/20/15	text.		introducing a narrator and/or characters; create a smooth progression	own clearly and persuasively.	dependent; noun, relative, adverbial) to convey specific meanings
to		RI.10.2 Determine a central idea	of experiences or events.	a) Come to discussions prepared, having read	and add variety and interest to writing or presentations.
6/17/15	RL.10.2 Determine a theme or	of a text and analyze its	b) Use narrative techniques, such as dialogue, pacing, description,	and researched material under study; explicitly	
(Instructional Days: 40.5)	central idea of a text and	development over the course of	reflection, and multiple plot lines, to develop experiences, events,	draw on that preparation by referring to	L.10.2 Demonstrate command of the conventions of standard
Students study human	analyze in detail its	the text, including how it	and/or characters. c) Use a variety of techniques to sequence events so that they build on	evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-	English capitalization, punctuation, and spelling when writing.
Students study human atrocities, from slavery to	development over the course of the text, including how it	emerges and is shaped and refined by specific details;	c) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.	reasoned exchange of ideas.	(a) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
genocide to Hiroshima,	emerges and is shaped and	provide an objective summary of	d) Use precise words and phrases, telling details, and sensory language	b) Work with peers to set rules for collegial	(b) Use a colon to introduce a list or guotation.
exploring the question of	refined by specific details;	the text.	to convey a vivid picture of the experiences, events, setting, and/or	discussions and decision-making (e.g., informal	(c) Spell correctly.
"how could we do this to	provide an objective summary		characters.	consensus, taking votes on key issues,	
each other?" Examining	of the text.	RI.10.7 Analyze various accounts	e) Provide a conclusion that follows from and reflects on what is	presentation of alternate views), clear goals	L.10.4 Determine or clarify the meaning of unknown and
fictional and factual texts,		of a subject told in different	experienced, observed, or resolved over the course of the narrative.	and deadlines, and individual roles as needed.	multiple-meaning words and phrased on grade 10 reading and
art, music and memorials,	RL.10.3 Analyze how complex	mediums, determining which	W 10.4 Deadure along and each grant writing in which the development	c) Propel conversations by posing and	<i>content,</i> choosing flexibly from a range of strategies.
students face the facts. Evidence based writing	characters develop over the course of a text, interact with	details are emphasized in each account.	W.10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	responding to questions that relate the current discussion to broader themes or larger ideas;	 a) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as
focuses on creating	other characters, and advance	account.	organization, and style are appropriate to task, purpose, and addience.	actively incorporate others into the discussion;	a clue to the meaning of a word or phrase.
narratives that depict real	the plot or develop the theme		W.10.5 Develop and strengthen writing as needed by planning,	and clarify, verify, or challenge ideas and	b) Identify and correctly use patterns of word changes that
or imagined atrocities or			revising, editing, rewriting, or trying a new approach, focusing on	conclusions.	indicate different meanings or parts of speech (e.g., analyze,
large-scale injustices.	RL.10.6 Analyze a particular		addressing what is most significant for a specific purpose or audience.	d) Respond thoughtfully to diverse	analysis, analytical; advocate, advocacy).
	point of view or cultural			perspectives, summarize points of	
	experience reflected in a work		W.10.6 Use technology, including the Internet, to produce, publish,	agreement and disagreement, and, when	L.10.6 Acquire and use accurately general academic and domain-
	of literature from outside the United States, drawing on a		and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display	warranted, qualify or justify their own views and understanding and make new connections	specific words and phrases, sufficient for reading, writing, speaking, and listening.
	wide reading of world		information flexibly and dynamically.	in light of the evidence and reasoning	speaking, and insterning.
	literature.			presented.	
			W.10.9 Draw evidence from literary or informational texts to support		
			analysis, reflection, and research	SL.10.5 Make strategic use of digital media (e.g.	
			(a) Apply grade 10 Reading standards to literature (e.g., "Analyze how	textual, graphical, audio, visual, and interactive	
			an author draws on and transforms source material in a specific works	elements) in presentations to enhance	
			[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]").	understanding of findings, reasoning, and evidence and to add interest.	
			(b) Apply grade 10 Reading standards to literary nonfiction (e.g.,	evidence and to add intelest.	
			"Delineate and evaluate the argument and specific claim in a text,	SL.10.6 Adapt speech to a variety of contexts	
			assessing whether the reasoning is valid and the evidence is relevant	and tasks, demonstrating command of formal	
			and sufficient; identify false statements and fallacious reasoning").	English when indicated or appropriate.	