

## 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
<b>1</b> 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.	<b>RL.10.1</b> <b>RL.10.2</b> <b>RL.10.3</b> <b>RL.10.5</b>	<b>RI.10.1</b> <b>RI.10.2</b> <b>RI.10.4</b>	<b>W.10.2</b> <b>W.10.4</b> <b>W.10.5</b> <b>W.10.9</b> <b>W.10.10</b>	<b>SL.10.1</b> <b>SL.10.6</b>	<b>L.10.1</b> <b>L.10.2</b> <b>**L.10.4</b>
<b>2</b> 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 <b>RL.10.4</b> <b>RL.10.6</b>	RI.10.1 RI.10.2 <b>RI.10.8</b> <b>RI.10.9</b>	W.10.2 W.10.4 W.10.5 W.10.9 W.10.10	SL.10.1 <b>SL.10.3</b> SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b) <b>L.10.5</b>
<b>3</b> 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 <b>RL.10.7</b>	RI.10.1 RI.10.2 <b>RI.10.3</b> <b>RI.10.6</b>	<b>W.10.1</b> W.10.4 W.10.5 <b>W.10.7</b> <b>W.10.8</b> W.10.9 W.10.10	SL.10.1 <b>SL.10.2</b> SL.10.6	L.10.1 L.10.2 <b>L.10.3</b> L.10.4 (a), (b)
<b>4</b> 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 <b>RL.10.9</b>	RI.10.1 RI.10.2 <b>RI.10.5</b> 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 <b>SL.10.4</b> SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b)
<b>5</b> 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 <b>RI.10.7</b>	<b>W.10.3</b> W.10.4 W.10.5 <b>W.10.6</b> W.10.9 W.10.10	SL.10.1 <b>SL.10.5</b> SL.10.6	L.10.1 L.10.2 L.10.4 (a), (b) <b>L.10.6</b>

Unit Information	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.
<p><b>1</b></p> <p><b>The Dead</b></p> <p>8/25/14 to 10/09/14 (Instructional Days: 33)</p> <p>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.</p>	<p><b>RL.10.1</b> 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><b>RL.10.2</b> 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.</p> <p><b>RL.10.3</b> Analyze how complex characters (e.g. those with multiple or conflicting motivation) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>RL.10.5</b> Analyze how an author's choices concerning how to structure a text, order events within (e.g. parallel plots), and manipulate time (e.g. pacing, flashback...) create such effects as mystery, tension, or surprise.</p>	<p><b>RI.10.1</b> 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><b>RI.10.2</b> 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.</p> <p><b>RI.10.4</b> 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.</p>	<p><b>W.10.2</b> 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><b>a)</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b)</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.</p> <p><b>c)</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f)</b> 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).</p> <p><b>W.10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.10.5</b> 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 or audience.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>(a)</b> Apply <i>grade 10 Reading standards</i> to literature (e.g., "Analyze how 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 or how a later author draws on a play by Shakespeare]").</p> <p><b>(b)</b> Apply <i>grades 10 Reading standards</i> 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").</p>	<p><b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>(a)</b> 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.</p> <p><b>(b)</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.</p> <p><b>(c)</b> 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.</p> <p><b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>(a)</b> Use parallel structure.</p> <p><b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>(b)</b> Use a colon to introduce a list or quotation.</p> <p><b>(c)</b> Spell correctly.</p> <p><b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>c)</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p> <p><b>d)</b> Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>

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<p style="text-align: center;"><b>2</b></p> <p><b>Money Makes the World Go Around</b></p> <p style="text-align: center;">10/14/14 to 12/12/14 (Instructional Days: 38.5)</p> <p>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.</p>	<p><b>RL.10.1</b> 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><b>RL.10.2</b> 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.</p> <p><b>RL.10.4</b> 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.</p> <p><b>RL.10.6</b> 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.</p>	<p><b>RI.10.1</b> 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><b>RI.10.2</b> 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.</p> <p><b>RI.10.9</b> Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p>	<p><b>W.10.2</b> 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><b>a)</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>b)</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.</p> <p><b>c)</b> Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>d)</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b>e)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>f)</b> 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).</p> <p><b>W.10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.10.5</b> 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 or audience.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>(a)</b> Apply <i>grade 10 Reading standards</i> to literature (e.g., “Analyze how 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 or how a later author draws on a play by Shakespeare]”).</p> <p><b>(b)</b> Apply <i>grade 10 Reading standards</i> 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”).</p>	<p><b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>(a)</b> 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.</p> <p><b>(b)</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.</p> <p><b>(c)</b> 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.</p> <p><b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.10.3</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p><b>SL.10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>(a)</b> Use parallel structure.</p> <p><b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>(b)</b> Use a colon to introduce a list or quotation.</p> <p><b>(c)</b> Spell correctly.</p> <p><b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrased on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>L.10.5</b> Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p><b>a)</b> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p><b>b)</b> Analyze nuances in the meaning of words with similar denotations.</p>

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<p align="center"><b>3</b></p> <p align="center"><b>Fate or Free Will?</b></p> <p align="center">12/15/14 to 2/12/15 (Instructional Days: 32.5)</p> <p>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.</p>	<p><b>RL.10.1</b> 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><b>RL.10.2</b> 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.</p> <p><b>RL.10.7</b> 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 “Musee des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).</p>	<p><b>RI.10.1</b> 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><b>RI.10.2</b> 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.</p> <p><b>RI.10.3</b> 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><b>RI.10.6</b> 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.</p> <p><b>RI.10.8</b> 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><b>W.10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a)</b> 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.</p> <p><b>b)</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.</p> <p><b>c)</b> 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.</p> <p><b>d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.10.5</b> 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 or audience.</p> <p><b>W.10.7</b> 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><b>W.10.8</b> 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 form for citation.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>(a)</b> Apply <i>grade 10 Reading standards</i> to literature (e.g., “Analyze how 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 or how a later author draws on a play by Shakespeare]”).</p> <p><b>(b)</b> Apply <i>grade 10 Reading standards</i> 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”).</p>	<p><b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>(a)</b> 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.</p> <p><b>(b)</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.</p> <p><b>(c)</b> 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.</p> <p><b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.10.2</b> Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source.</p> <p><b>SL.10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>(a)</b> Use parallel structure.</p> <p><b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>(b)</b> Use a colon to introduce a list or quotation.</p> <p><b>(c)</b> Spell correctly.</p> <p><b>L.10.3</b> 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><b>(a)</b> Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.</p> <p><b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

Unit Information	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.
<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;"><b>Crime and Punishment</b></p> <p style="text-align: center;">2/17/15 to 4/10/15 (Instructional Days: 36.5)</p> <p>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.</p>	<p><b>RL.10.1</b> 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><b>RL.10.2</b> 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.</p> <p><b>RL.10.9</b> Analyze how an author draws on and transforms source material in a specific work.</p>	<p><b>RI.10.1</b> 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><b>RI.10.2</b> 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.</p> <p><b>RI.10.5</b> Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p> <p><b>RI.10.8</b> 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><b>W.10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>a)</b> 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.</p> <p><b>b)</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.</p> <p><b>c)</b> 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.</p> <p><b>d)</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>e)</b> Provide a concluding statement or section that follows from and supports the argument presented.</p> <p><b>W.10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.10.5</b> 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 or audience.</p> <p><b>W.10.7</b> 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><b>W.10.8</b> 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 form for citation.</p> <p><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>(a)</b> Apply <i>grade 10 Reading standards</i> to literature (e.g., “Analyze how 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 or how a later author draws on a play by Shakespeare]”).</p> <p><b>(b)</b> Apply <i>grade 10 Reading standards</i> 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”).</p>	<p><b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>(a)</b> 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.</p> <p><b>(b)</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.</p> <p><b>(c)</b> 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.</p> <p><b>(d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.10.4</b> 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.</p> <p><b>SL.10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>(a)</b> Use parallel structure.</p> <p><b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>(b)</b> Use a colon to introduce a list or quotation.</p> <p><b>(c)</b> Spell correctly.</p> <p><b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrased on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p>

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<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;"><b>Atrocities and Remembrance</b></p> <p style="text-align: center;">4/20/15 to 6/17/15 (Instructional Days: 40.5)</p> <p>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.</p>	<p><b>RL.10.1</b> 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><b>RL.10.2</b> 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.</p> <p><b>RL.10.3</b> Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme</p> <p><b>RL.10.6</b> 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.</p>	<p><b>RI.10.1</b> 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><b>RI.10.2</b> 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.</p> <p><b>RI.10.7</b> Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p>	<p><b>W.10.3</b> Write narratives to develop real or imagined experiences using effective technique, well-chosen details, and well-structured event sequences.</p> <p><b>a)</b> 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.</p> <p><b>b)</b> Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.</p> <p><b>c)</b> Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p><b>d)</b> Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p><b>e)</b> Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p> <p><b>W.10.4</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>W.10.5</b> 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 or audience.</p> <p><b>W.10.6</b> 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><b>W.10.9</b> Draw evidence from literary or informational texts to support analysis, reflection, and research</p> <p><b>(a)</b> Apply <i>grade 10 Reading standards</i> to literature (e.g., “Analyze how 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 or how a later author draws on a play by Shakespeare]”).</p> <p><b>(b)</b> Apply <i>grade 10 Reading standards</i> 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”).</p>	<p><b>SL.10.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 10 topics, texts, and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p> <p><b>a)</b> 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.</p> <p><b>b)</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.</p> <p><b>c)</b> 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.</p> <p><b>d)</b> Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><b>SL.10.5</b> 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.</p> <p><b>SL.10.6</b> Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>	<p><b>L.10.1</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><b>(a)</b> Use parallel structure.</p> <p><b>(b)</b> Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p><b>L.10.2</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p><b>(a)</b> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.</p> <p><b>(b)</b> Use a colon to introduce a list or quotation.</p> <p><b>(c)</b> Spell correctly.</p> <p><b>L.10.4</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrased on <i>grade 10 reading and content</i>, choosing flexibly from a range of strategies.</p> <p><b>a)</b> Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p><b>b)</b> Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>).</p> <p><b>L.10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening.</p>