

SAUSD 2015-16 Curriculum Map: ELA Grade 10 Year at a Glance

Title	Time	Performance Task	Suggested Big Idea	Suggested Essential Questions	Core Texts
Unit 1: Narratives – Parts of Plot & Character Types	5 weeks	<ul style="list-style-type: none"> Plot diagram Character description Narrative essay 	Relationships follow rules.	<ul style="list-style-type: none"> What rules do all basic plots follow? Why is this satisfying for a reader? How does the development of characters and setting work to further the plot? How does a reader determine a character's motivations? How does a reader determine a character's "type" (e.g., protagonist, antagonist, dynamic character, flat character, etc.)? 	<ul style="list-style-type: none"> "Everyday Use" (pp. 77-83) "Interview with Alice Walker" (pp. 89-90) "Thinkin' on Marryin'" (pp. 91-92) "A Baby's Quilt to Sew Up the Generations" (p. 93)
Unit 2: Arguments – Narrator/Voice/ Comparing Themes, Persuasive Techniques	5 weeks	<ul style="list-style-type: none"> Point of View text rewrite Analytical paragraph Argumentative essay 	Power is the ability to influence.	<ul style="list-style-type: none"> How do authors use point of view to influence their readers' understanding of a story? How does the theme of a story reveal an author's attitude toward the world? How does the genre of a piece of writing influence the power of its theme or message? How can practical knowledge of persuasive techniques make people more discerning decision-makers? 	<ul style="list-style-type: none"> "And of Clay Are We Created" (257-265) "Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Colombian Town" (267-269) "The Man in the Water" (273-277)
Unit 3: "Change Can Be Unexpected" – Irony & Academic Summary	3 weeks	<ul style="list-style-type: none"> Summative assessment Academic summary 	Change generates additional change.	<ul style="list-style-type: none"> How do people respond to changes in their lives? How do authors use irony to build mystery, tension, and suspense? Why do people have different perspectives on the same event? 	<ul style="list-style-type: none"> "Lamb to the Slaughter" (317-324) From "Into Thin Air" (353-362) "What Really Happened in <i>Into Thin Air</i>: Climbers Who Were There Discuss the Events of May 10, 1996"
Unit 4: Response to Literature – Symbolism /Allegory and Poetry	4 weeks	<ul style="list-style-type: none"> Student poem Analytical essay (i.e., Response to literature) 	Exploration may result in "new findings" or the confirmation of "old findings."	<ul style="list-style-type: none"> Why might an author use symbols rather than directly stating meaning? Why are symbolic rituals important in all cultures? How do authors use poetic devices to support a theme? What makes poetry different than prose? 	<ul style="list-style-type: none"> "Coming of Age, Latino Style" (pp. 412-413) "Vision Quest" (p. 413) "Crossing a Threshold to Adulthood" (pp. 414-415) "Through the Tunnel" (pp. 400-408) "Same Song" (p. 462) "Eating Together" (p. 466) "Grape Sherbet" (p. 468) "Shall I Compare Thee to a Summer's Day?" (p. 494) "Ode to My Socks" (pp. 498-499)

SAUSD 2015-16 Curriculum Map: ELA Grade 10 Year at a Glance

Title	Time	Performance Task	Suggested Big Idea	Suggested Essential Questions	Core Texts
Unit 5: Consumer and Workplace Documents – Business Letter/Technical Documents	2 weeks	<ul style="list-style-type: none"> Business letter 	Order is a form of communication.	<ul style="list-style-type: none"> Why is it important to know how to read consumer and workplace documents? Why are informational materials organized in specialized ways? How can knowing how to write an effective business letter positively impact your future? 	<ul style="list-style-type: none"> “Evaluating the Logic of Functional Documents” (909-912) “Analyzing Functional Workplace Documents” (916-920) “Writing Business Letters” (934-937) Teachers are encouraged to augment this unit with complex texts from outside the textbook.
Unit 6: Research Paper & Drama – Research Paper and The Play	8 weeks	<ul style="list-style-type: none"> Research Paper MLA Works Cited page for Research Paper Response to literature 	<p>Patterns allow for prediction.</p> <p>Will depend on the play chosen</p>	<ul style="list-style-type: none"> Why is it essential to verify facts and use credible sources? Why is plagiarism considered intellectual theft? Will depend on the play chosen 	<ul style="list-style-type: none"> “Citing Internet Sources” (pp. 921-926) Choose one of the following plays to teach in its entirety: <i>Julius Caesar</i>, <i>A Midsummer Night's Dream</i>, <i>Oedipus</i>, <i>Antigone</i> “Drama” (pp. 720-723) “What is a Tragic Hero?” (pp. 872-873)
Unit 7: “Society and the Individual” – CCSS Novel Unit	8 weeks	<ul style="list-style-type: none"> Flip chart with five analytical paragraphs (<i>To Kill a Mockingbird</i>) Digital Survival Challenge/ Compare and Contrast Essay (<i>Lord of the Flies</i>) 	Society shapes and influences individuals.	<ul style="list-style-type: none"> How does a writer’s background influence his/her work? How does a time period influence an author’s work? How does a writer’s style affect his/her purpose? How does society influence or shape individuals? 	<ul style="list-style-type: none"> Choose one of the following novels to teach in its entirety: <i>To Kill a Mockingbird</i> <i>Lord of the Flies</i>

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 1 “Narratives” (Parts of Plot & Character Types) (5 weeks)

Suggested Big Idea	Relationships follow rules.				
Suggested Essential Questions	<ul style="list-style-type: none"> What rules do all basic plots follow? Why is this satisfying for a reader? How does the development of characters and setting work to further the plot? How does a reader determine a character’s motivations? How does a reader determine a character’s “type” (e.g., protagonist, antagonist, dynamic character, flat character, etc.)? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to define the parts of plot and identify them within selected texts. Students will be able to define the major character “types” and identify examples within selected texts. Students will be able to construct a narrative that includes the parts of plot and well-developed characters. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Plot diagram using core and/or suggested texts Character description using language of “character types” and evidence from text Narrative essay 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 – Determine theme or central idea of a text. RL.10.4 – Determine the meaning of words and phrases as they are used in a text. RL.10.5 – Analyze author’s choices about text structure. RI.10.5 – Analyze how author’s claims are developed. SL.10.4 – Present findings and supporting evidence clearly.	P.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: SCT.1 – Understanding text structure P.II: SCT.2 – Understanding cohesion P.II: EEL.5 – Modifying to add details P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	Core Texts <ul style="list-style-type: none"> “Everyday Use” (pp. 77-83) “Interview with Alice Walker” (pp. 89-90) “Thinkin’ on Marryin’” (pp. 91-92) “A Baby’s Quilt to Sew Up the Generations” (p. 93) Suggested Texts <ul style="list-style-type: none"> “Two Kinds” (pp. 98-108) “Catch the Moon” (pp. 233-240) 	L.10.1 – Demonstrate command of conventions of standard English grammar. L.10.4 – Determine meaning of unknown words. a) Use context as a clue to the meaning of a word or phrase. d) Verify preliminary determination of meaning. L.10.6 – Acquire and use domain-specific words.	Art and Sociology – Quilting as form of social connectedness Social Science – Civil Rights and Black Power movements	W.10.3 (a-e) – Write narratives. W.10.5 – Develop and strengthen writing as needed. W.10.10 – Write routinely for a variety of tasks, purposes, and audiences.

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 2 “Arguments” (Narrator/Voice, Comparing Themes, Persuasive Techniques) (5 weeks)

Suggested Big Idea	Power is the ability to influence.				
Suggested Essential Questions	<ul style="list-style-type: none"> How do authors use point of view to influence their readers’ understanding of a story? How does the theme of a story reveal an author’s attitude toward the world? How does the genre of a piece of writing influence its theme or message? How can practical knowledge of persuasive techniques strengthen a writer’s argument? How can practical knowledge of persuasive techniques make people more discerning decision-makers? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to identify the three most common points of view, using textual evidence to support their identification. Students will be able to identify a work’s theme and support their interpretation with textual evidence. Students will be able to identify persuasive techniques in a piece of writing Students will be able to utilize persuasive techniques in their own argumentative essay. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Rewrite different text from different point of view and explain how changing the point of view affects the story TEPAC Analytical Paragraph discussing theme of core and/or supplemental text Argumentative Essay 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 and RI.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 – Determine theme or central idea of a text. RL.10.9 – Analyze how author draws on source material. RI.10.2 – Determine the central idea of a text. RI.10.4 – Determine the meaning of words and phrases as they are used in a text. RI.10.7 – Analyze various accounts of a subject told in different mediums. SL.10.3 – Evaluate speaker’s point of view, reasoning, and use of evidence and rhetoric.	P.I: C.3 – Offering and justifying opinions; persuading others P.I: Int. 8 – Analyzing how writers use language resources for specific purposes P.I: Pro.11 – Justifying arguments and evaluating others’ arguments in writing P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas P.II: SCT.1 – Understanding text structure P.II: SCT.2 – Understanding cohesion P.II: EEI.5 – Modifying to add details P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	Core Texts <ul style="list-style-type: none"> “And of Clay Are We Created” (pp. 257-265) “Ill-Equipped Rescuers Dig Out Volcano Victims; Aid Slow to Reach Colombian Town” (pp. 267-269) “The Man in the Water” (pp. 273-277) Suggested Texts <ul style="list-style-type: none"> “Goldilocks and the Three Bears” (http://www.sacred-texts.com/neu/eng/eft/eft19.htm) “The Storyteller” (pp. 155-159) “The Parable of the Good Samaritan” (p. 278) “A State Championship Versus Runner’s Conscience” (p. 279-280) “If Decency Doesn’t, Law Should Make Us Samaritans” (pp. 284-287) “Good Samaritans U.S.A. Are Afraid to Act” (pp. 288-289) 	L.10.1 – Demonstrate command of conventions of standard English grammar. L.10.2 (a-b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. L.10.3 – Apply knowledge to understand how language functions in different contexts. L.10.4 – Determine meaning of unknown words. a) Use context as a clue to the meaning of a word or phrase.	Social Science – Government response to disasters Science – Altruism; volcanoes; physiology	W.10.1 (a-e) – Write arguments to support claims. W.10.5 – Develop and strengthen writing as needed.

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 3 “Change Can Be Unexpected” (Irony & Academic Summary) (3 weeks)

Suggested Big Idea	Change generates additional change.				
Suggested Essential Questions	<ul style="list-style-type: none"> How do people respond to changes in their lives? How do authors use irony to build mystery, tension, and suspense? Why do people have different perspectives on the same event? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to identify examples of dramatic and situational irony and explain how authors use them to create mystery, tension, and surprise in a selected text. Students will be able to explain an author’s argument and how it is affected by irony. Students will be able to write an academic summary. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Summative Assessment with Multiple-Choice and Free-Response Portions Academic Summary 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 and RI.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 and RI.10.2 – Determine a central idea of a text and analyze its development. RL.10.3 – Analyze complex characters. RL.10.5 – Analyze author’s choices on how to structure a text. RI.10.3 – Analyze how the author unfolds and analysis or series of ideas. RI.10.5 – Analyze how author’s claims are developed. RI.10.6 – Determine author’s point of view or purpose and analyze use of rhetoric. SL.10.2 – Integrate multiple sources of information presented in diverse media or formats.	P.I: C.1 – Exchanging information and ideas with others through oral collaboration P. I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P. I: Pro.11 – Justifying own arguments and evaluating others’ arguments in writing P.II: SCT.2 – Understanding cohesion P.II: EEL.5 – Modifying to add details P.II: CCL.6 – Connecting ideas P.II: CCL.7 – Condensing ideas	<p style="text-align: center;">Core Texts</p> <ul style="list-style-type: none"> “Lamb to the Slaughter” (pp. 317-324) Excerpt from “Into Thin Air” (pp. 353-362) “What Really Happened in <i>Into Thin Air</i>: Climbers Who Were There Discuss the Events of May 10, 1996” (http://classic.mountainzone.com/climbing/fischer/letters.html) <p style="text-align: center;">Suggested Texts</p> <ul style="list-style-type: none"> <i>Everest</i> (IMAX documentary, 1998) 	L.10.1 – Demonstrate command of conventions of standard English grammar. L.10.2 (a-b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. L.10.4 – Determine meaning of unknown words. L.10.6 – Acquire and use accurately general academic and domain-specific words and phrases.	Science – Acclimatization; various body systems and processes; rock and ice formation; ethical questions about human exploration Social Science – Government regulation of mountain climbing	W.10.2 (a-f) – Write informative/explanatory texts. W.10.4 – Produce clear and coherent writing.

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 4 “Response to Literature” (Symbolism/Allegory and Poetry) (4 weeks)

Suggested Big Idea	Exploration may result in “new findings” or the confirmation of “old findings.”				
Suggested Essential Questions	<ul style="list-style-type: none"> Why might an author use symbols rather than directly stating meaning? Why are symbolic rituals important in all cultures? How do authors use poetic devices to support a theme? What makes poetry different than prose? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to identify examples of poetic devices in selected texts. Students will be able to utilize poetic devices in writing their own poems. Students will be able to write an analytical essay discussing the use of symbolism in a selected text. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Student Poem Analytical Essay (i.e., Response to Literature) 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 and RI.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 and RI.10.2 – Determine a central idea of a text and analyze its development. RL.10.4 – Determine the meaning of words and phrases as they are used in a text. RI.10.4 – Determine the meaning of words and phrases as they are used in a text. SL.10.1 – Initiate and participate effectively in a range of collaborative discussions.	P.I: C.3 – Offering and justifying opinions and persuading others P.I: Int.6 – Reading closely literary texts and viewing multimedia to determine how meaning is conveyed P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology P.II: SCT.2 – Understanding cohesion P.II: EEI.5 – Modifying to add details P.II: CCI.6 – Connecting ideas P.II: CCI.7 – Condensing ideas	Core Texts <ul style="list-style-type: none"> “Coming of Age, Latino Style” (pp. 412-413) “Vision Quest” (p. 413) “Crossing a Threshold to Adulthood” (pp. 414-415) “Through the Tunnel” (pp. 400-408) “Same Song” (p. 462) “Eating Together” (p. 466) “Grape Sherbet” (p. 468) “Shall I Compare Thee to a Summer’s Day?” (p. 494) “Ode to My Socks” (pp. 498-499) Suggested Texts <ul style="list-style-type: none"> “Masque of the Red Death” (pp. 419-427) “The Black Death” (pp. 429-430) “The Taxi” (p. 481) “I Am Offering This Poem” (p. 483) “Jazz Fantasia” (p. 536) 	L.10.2 (a-b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. L.10.3 – Write and edit work so that it conforms to the guidelines in a style manual (e.g., <i>MLA Handbook</i>). L.10.5 (a-b) – Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. L.10.6 – Acquire and use accurately general academic and domain-specific words and phrases.	Social Science – Exploration of coming of age rituals and celebrations in different cultures	W.10.1 (a-e) – Write arguments to support claims in an analysis of substantive texts. W.10.9 – Draw evidence from literary texts to support analysis.

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 5 “Consumer & Workplace Documents” (Business Letter/Technical Documents)

(2 weeks)

Suggested Big Idea	Order is a form of communication.				
Suggested Essential Questions	<ul style="list-style-type: none"> Why is it important to know how to read consumer and workplace documents? Why are informational materials organized in specialized ways? How can knowing how to write an effective business letter positively impact your future? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to identify and analyze the elements of a variety of consumer and workplace documents. Students will be able to write a business letter, using appropriate tone, vocabulary, and format. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Business Letter 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
<p>RI.10.1 – Cite strong and thorough textual evidence to support analysis.</p> <p>RI.10.2 – Determine a central idea of a text and analyze its development.</p> <p>RI.10.4 – Determine the meaning of words and phrases as they are used in a text.</p> <p>RI.10.5 – Analyze in detail how an author’s ideas or claims are developed and refined.</p> <p>RI.10.6 – Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric.</p> <p>SL.10.6 – Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when appropriate.</p>	<p>P.I: C.2 – Interacting with others in written English in various forms</p> <p>P.I: C.4 – Adapting language to various contexts</p> <p>P.I: Int. 8 – Analyzing how writers and speakers use vocabulary for specific purposes</p> <p>P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology</p> <p>P.II: SCT.1 – Understanding text structure</p> <p>P.II: EEI.3 – Using verbs and verb phrases</p> <p>P.II: EEI.4 – Using nouns and noun phrases</p> <p>P.II: CCI.7 – Condensing ideas</p>	<p style="text-align: center;">Core Texts</p> <ul style="list-style-type: none"> “Evaluating the Logic of Functional Documents” (pp. 909-912) “Analyzing Functional Workplace Documents” (pp. 916-920) “Writing Business Letters” (pp. 934-937) <p style="text-align: center;">Suggested Texts</p> <ul style="list-style-type: none"> “Introduction: Music on the E-Frontier” (p. 908) NOTE: Because of the publication date of our textbooks, we understand that many of the informational texts are out of date. Please feel free to augment the textbook selections in this unit with outside complex texts. 	<p>L.10.1b – Use various types of phrases.</p> <p>L.10.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling.</p>	<p>Real-world connections – Documents that students will read and write in their personal and professional lives</p>	<p>W.10.2 (a-f) – Write informative/explanatory texts.</p> <p>W.10.5 – Develop and strengthen writing as needed.</p> <p>W.10.6 – Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>W.10.10 – Write routinely for a variety of tasks, purposes, and audiences.</p>

SAUSD English Grade 10 Curriculum Map 2015-16

Unit 6 “Research Paper and Drama” (Research Paper and The Play) (8 weeks)

Suggested Big Idea	Research Paper: Patterns allow for prediction. Drama: Will depend on the play chosen				
Suggested Essential Questions	Research Paper: <ul style="list-style-type: none"> Why is it essential to verify facts and use credible sources? Why is plagiarism considered intellectual theft? Drama: Will depend on the play chosen				
Learning Objectives	Research Paper: <ul style="list-style-type: none"> Students will be able to write a properly-formatted and –cited research paper Drama: <ul style="list-style-type: none"> Students will be able to identify the literary devices unique to drama. Students will be able to analyze the development of theme and/or character in the selected play. 				
End of Unit Performance Task	Research Paper: <ul style="list-style-type: none"> Research Paper MLA Works Cited page for Research Paper Drama: “Response to Literature” assessment of teacher’s choice (e.g., essay or creative project)				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 and RI.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 and RI.10.2 – Determine a central idea of a text and analyze its development. RL.10.4 – Determine the meanings of words and phrases as they are used in the text. RL.10.5 – Analyze an author’s choices concerning how to structure a text. RI.10.9 – Analyze how an author draws on and transforms source material. RI.10.1 – Cite strong and thorough textual evidence to support analysis. RI.10.5 – Analyze in	P.I: C.1 – Exchanging information and ideas with others through oral collaboration P.I: C.2 – Interacting with others in written English in various forms P.I. C.4 – Adapting language choices to various contexts P.I. Int.5 – Listening actively to spoken English in a range of social and academic contexts. P.I: Int.6 – Reading closely literary and informational texts to determine how meaning is conveyed P.I: Pro.9 – Expressing information and ideas in formal oral presentations on academic topic P.I: Pro.10 – Writing literary and informational texts to	Core Texts: Research Paper <ul style="list-style-type: none"> Will depend on topics chosen by students “Citing Internet Sources” (pp. 921-926) Suggested Texts: Research Paper <ul style="list-style-type: none"> “Writing a Research Paper” (pp. 690-709) “Presenting Research” (pp. 710-711) <hr/> Core Texts: Drama <ul style="list-style-type: none"> Choose one of the following plays to teach in its entirety: <i>Julius Caesar, A Midsummer Night’s Dream, Oedipus, Antigone</i> “Drama” (pp. 720-723) “What is a Tragic Hero?” (pp. 872-873) Suggested Texts: Drama <ul style="list-style-type: none"> “The Elizabethan Stage” (pp. 745-749) “The Play: The Results of Violence” (pp. 750-751) “How to Read Shakespeare” (pp. 752-753) 	L.10.3a – Write and edit work so that it conforms to the guidelines in a style manual (i.e., <i>MLA Handbook</i>). L.10.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases. L.10.4c – Consult general and specialized reference materials to find the pronunciation of a word. L.10.5 (a-b) – Demonstrate understanding of figurative language,	Will vary based on research topics and the play chosen, though historical connections are the most likely	W.10.2 (a-f) – Write informative/explanatory texts. W.10.4 – Produce clear and coherent writing. W.10.7 – Conduct short as well as more sustained research projects. W.10.8 – Gather relevant information from multiple authoritative print and digital sources. W.10.9 – Draw evidence from informational texts to support analysis, reflection, and research. W.10.10 – Write routinely for a variety of tasks, purposes, and audiences.

SAUSD English Grade 10 Curriculum Map 2015-16

<p>detail how an author's ideas or claims are developed and refined.</p> <p>RI.10.6 – Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric.</p> <p>SL.10.1a – Come to discussions prepared.</p> <p>SL.10.1c – Propel conversations by posing and responding to questions.</p> <p>SL.10.2 – Integrate multiple sources of information</p> <p>SL.10.4 – Present information, findings, and supporting evidence clearly.</p> <p>SL.10.5 – Make strategic use of digital media in presentations.</p>	<p>present, describe, and explain ideas and information using technology</p> <p>P.I: Pro.11 – Justifying own arguments and evaluating others' arguments in writing</p> <p>P.I: Pro.12 – Selecting and applying varied and precise vocabulary to convey ideas</p> <p>P.II: SCT.1 – Understanding text structure</p> <p>P.II: SCT.2 – Understanding cohesion</p> <p>P.II: EEI.3 – Using verbs and verb phrases</p> <p>P.II: EEI.4 – Using nouns and noun phrases</p> <p>P.II: EEI.5 – Modifying to add details</p> <p>P.II: CCI.6 – Connecting ideas</p> <p>P.II: CCI.7 – Condensing ideas</p>	<ul style="list-style-type: none"> • “<i>Julius Caesar</i> in an Absorbing Production” (pp. 882-885) • “Vocabulary Development: Recognizing Puns” (p. 781) • “Analyzing and Evaluating Speeches” (pp. 898-901) 	<p>word relationships, and nuances in word meanings.</p>		
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SAUSD English Grade 10 Curriculum Map 2015-16

Unit 7 “Society & the Individual” (*To Kill a Mockingbird* or *Lord of the Flies*) (8 weeks)

Suggested Big Idea	Society shapes and influences individuals.				
Suggested Essential Questions	<ul style="list-style-type: none"> How does a writer’s background influence his/her work? How does a time period influence an author’s work? How does a writer’s style affect his/her purpose? How does society influence or shape individuals? 				
Learning Objectives	<ul style="list-style-type: none"> Students will be able to write a series of analytical paragraphs analyzing how the author, three characters from the novel, and they have been influenced and shaped by society. 				
End of Unit Performance Task	<ul style="list-style-type: none"> Flip chart with five analytical paragraphs (<i>To Kill a Mockingbird</i>) Digital Survival Challenge/Compare and Contrast Essay (<i>Lord of the Flies</i>) 				
CCS Standards*	ELD Standards	Complex Texts	Language	Cross-Content Connections	Writing Focus
RL.10.1 and RI.10.1 – Cite strong and thorough textual evidence to support analysis. RL.10.2 and RI.10.2 – Determine a central idea of a text and analyze its development. RL.10.3 – Analyze complex characters. RL.10.4 and RI.10.4 – Determine the meaning of words and phrases as they are used in a text. RI.10.9 – Analyze seminal U.S. documents of historical and literary significance. RL.10.10 and RI.10.10 – By the end of grade 10, read and comprehend complex grade level text proficiently. SL.10.1 – Initiate and participate effectively in a range of collaborative discussions.	P.I: C.3 – Offering and justifying opinions and persuading others P.I: Int.6 – Reading closely literary texts and viewing multimedia to determine how meaning is conveyed P.I: Pro.10 – Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate terminology P.II: SCT.2 – Understanding cohesion P.II: EEI.5 – Modifying to add details P.II: CCL.6 – Connecting ideas P.II: CCL.7 – Condensing ideas	Core Text: <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> <i>To Kill a Mockingbird</i>, Harper Lee Suggested Texts: <i>To Kill a Mockingbird</i> <ul style="list-style-type: none"> Classic Trials (“The People of the State of California vs. Defendant A,” “Lizzie Borden vs. State of Massachusetts,” “Sleepy Lagoon Murder Case: The People vs. Zamora,” “The Trial of Galileo,” “State of Florida vs. Defendant E”) Background Articles (“Harper Lee Biography,” “Jim Crow Laws,” “Southern Women,” “Lynching” with <i>Strange Fruit</i> by Abel Meeropol, “The Great Depression” <i>Scottsboro</i> Video Clips Transcript <i>The Psychology of Mob Mentality and Violence</i> by Dr. Wendy James, PhD <hr/> Core Text: <i>Lord of the Flies</i> <ul style="list-style-type: none"> <i>Lord of the Flies</i>, William Golding Suggested Texts: <i>Lord of the Flies</i> <ul style="list-style-type: none"> “Nature vs. Nurture” “Philosophies of Thomas Hobbes” “Totalitarianism” “Beelzebub” “Killing Centers,” “William Golding Biography,” “McCarthyism,” “Bomb Shelters,” “Gas Masks,” “Cold War...” 	L.10.1 – Demonstrate command of conventions of standard English grammar. L.10.2 (a-b) – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. L.10.6 – Acquire and use accurately general academic and domain-specific words and phrases.	<i>To Kill a Mockingbird</i> : Social Science and Economics – Great Depression, Stock Market Crash History – Civil Rights Movement <hr/> <i>Lord of the Flies</i> Social Science and Economics – WWII and the Cold War History/Philosophy – Concept of the “fall of man”	W.10.1 – Write arguments to support claims. W.10.4 – Produce clear and coherent writing. W.10.9 – Draw evidence from literary texts to support analysis, reflection, and research.

SAUSD English Grade 10 Curriculum Map 2015-16

*Complete California State Standards can be accessed at the following CDE Web page: <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>