

10 <sup>th</sup> Grade - Unit 1				
How does culture affect or influence an individual? – first 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
<b>Instructional Focus Standards</b>	2-Determine central ideas/themes/summarize 3-Analyze characters/events 5 – Analyze structure 6 – Analyze point of view	3-Narrative 5 – Writing process	1-Prepare and participate	3-Language functions in contexts 5 – Figurative language, word relationships, and nuances
<b>Topical Essential Questions</b>	How does the reader construct meaning from a text?	What techniques and tools do writers use to create an impact?	How does a writer determine a purpose, and how is it developed?	
<b>Enduring Understandings</b>	Readers analyze characters, point of view and text structure to make meaning.	Writers use devices such as figurative language, point of view, characterization, suspense, conflict, foreshadowing, and irony to impact their readers.	Writing should be purposely focused, detailed, organized, and sequenced in a way that clearly communicates ideas to the reader	
<b>Assessments</b>	<b>Formative</b>		<b>Summative</b>	
	Read and Analyze Text Characterization Activity Routine Writing Revision Process (Replace, Add, Delete, and Reorder)		Narrative  <i>*Additional Summative Assessments developed by the grade level per building</i>	
<b>Learning Targets</b>	I can use precise words and phrases, telling details and sensory language to create vivid pictures. I can use a variety of techniques to sequence events to build on one another and to establish multiple plot lines. I can establish and analyze point-of-view(s) and perspectives that develop complex characters in real or imagined experiences using a variety of narrative techniques. I can identify and analyze author’s choice of structure and technique in a narrative text to show understanding of author’s			

	<p>intent, viewpoint and bias.                      I can recognize the theme/central idea of a narrative text and cite evidence to support the purpose as well as bring in text connections.                      I can identify and understand the development of complex characters and plot development to support the implicit and explicit meaning of the text(s).                      I can engage a reader using an exigent problem showing experiences/ observations including resolution and reflection.                      I use basic punctuation/grammar/syntax rules demonstrating variety in sentence structure including a parallel structure and use of dialogue in my writing.                      I use a variety of transitions to show shifts in conflict.                      I can revise my own writing and the writing of my peers.</p>	
<p><b>Essential Vocabulary</b></p>	<p><b>Tier 2</b></p>	<p><b>Tier 3</b></p>
	<p>Technique                      Establish                      Identify                      Analyze                      Intent                      Cite                      Engage                      Experience                      Observation                      Denotation                      Connotation                      Theme                      Implicit                      Explicit</p>	<p>Revise                      Textual Evidence                      Cultural Theme                      Universal Theme                      Recurring Theme                      Archetype                      Analogy                      Viewpoint                      Points of View                      Persona                      Literary Significance</p> <p>Characterization                      Clincher Sentence                      Dramatic Element                      External/Internal Conflict                      Motivation                      Sense of Place and Time                      Literary Device                      Paradox                      Parallel Plots                      Literature Genres                      Word Choice / Diction</p>
<p><b>Recommended Text</b></p>		

10 <sup>th</sup> Grade - Unit 2				
What is the role of the individual to maintain justice? – second 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1- Cite 2 Analyze Theme 7-Analyze in two different mediums	1-Argument 2-Informative/Explanatory 9-Draw evidence to support	1-Prepare and participate	2-Conventions 3-Language functions in contexts
Topical Essential Questions	How does the writer craft an argument?		How does a writer use evidence to support his/her argument?	How does a reader analyze the purpose, central idea, or themes of a text and their development?
Enduring Understandings	Writers effectively develop a claim supported by evidence.	Writers embed and correctly cite text support with adequate analysis of the quote.	Effective readers make inferences based on textual evidence.	
Assessments	Formative		Summative	
	Read and Analyze Text Claim vs. Counterclaim Textual Evidence ICEE – embedding quote practice (Introduce, Cite, Explain, Explain) IDEA – embedding quote practice		Argument-Based Literary Analysis  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can incorporate relevant and sufficient supplemental information to support my reader’s background knowledge using a standard format for citations which does not interrupt the flow of writing.</p> <p>I can cite strong and thorough text evidence and research that does not interrupt the fluency of the writing, to support my ideas.</p> <p>I can assess validity and reasoning of sources used in an informational text including the sufficiency and support of different mediums.</p> <p>I can effectively use transitions and transitional phrases demonstrating use of semi colons, colons, and quotations to further support my purpose.</p> <p>I can understand author’s intent and bias, recognize point of view and identify counter-arguments in print and non-print materials and then use these in constructing my own claim or analysis.</p> <p>I can write arguments using graphic organizers to develop my claim.</p> <p>I can determine and annotate author’s intent through analysis of word choice, details structure and support.</p>	
<p><b>Essential Vocabulary</b></p>	<p style="text-align: center;"><b>Tier 2</b></p> <p>Incorporate Relevant Significant Assess Analysis Exemplify Verify Plagiarize Essay Argument Persuasion</p>	<p style="text-align: center;"><b>Tier 3</b></p> <p>Validity Reasoning Counter Claim Point of Views Quote Citation Diction Feature Credit Deconstruct Thesis Intent</p> <p>Fallacious Reasoning Irrelevant Relevant Logic/Logical Exaggerated claim Primary Source Secondary Source Extended Quotation Copyright law Interpretation Summary Bias</p>
<p><b>Recommended Text Selections</b></p>		

10 <sup>th</sup> Grade - Unit 3				
How does research influence an individual's perspective? – third 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1 – Cite 8- Delineate/evaluate argument and claims	1-Argument 5 – Writing process 6-Technology to produce 7-Short/sustained research	1-Prepare and participate 2-Diverse media formats	1, 2-Conventions 6 – Academic, domain-specific vocabulary
Topical Essential Questions	How can technology and media enhance a writer's message?	What do effective researchers do?	How is revising a piece of writing as essential as the initial effort?	How does analyzing text allow a reader to gain insight?
Enduring Understandings	Writers can reach a broader audience and connect their readers to relevant, timely information by using technology and media.	Effective researchers find and evaluate credible resources to then cite evidence in their argument.	Writers revise and edit to enhance the quality of written work.	Effective readers compare information to what they already know and understand to develop their own perspective.
Assessments	Formative		Summative	
	Brainstorming, Gathering and Annotating Evidence Writer's Notebook Conferencing Outline Annotated Bibliography Claim and Counterclaim		Argument Research Paper  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can answer my own inquiries using research, drawing evidence from multiple sources, to further demonstrate my understanding of the topic in writing and creation of non-print text.                      I can use technology and media to enhance my argument.                      I can support my idea using grade appropriate vocabulary and sentence structure recognizing how schemes and tropes will affect my reader and my ideas.                      I can rhetorically analyze substantive claims identifying the appropriateness of the context and making connections to multiple print and digital sources                      I can deconstruct an argument and include how it is related to multiple themes and concepts.                      I can create an annotated bibliography.                      I can write an argumentative research piece demonstrating grade level writing standards.</p>		
<p><b>Essential Vocabulary</b></p>	<p><b>Tier 2</b></p>	<p><b>Tier 3</b></p>	
	<p>Assess                      Critique                      Navigate                      Synthesis                      Contextualize                      Context                      Annotated Bibliography</p>	<p>Conflicting Information                      Document                      Substantive                      Tone                      Thesis                      Appeals                      Chart                      Ambiguity                      Ethics</p>	<p>Clarification                      Implication                      URL                      Search Terms                      Transitional Device                      Paraphrase                      Database                      Media                      Sources / Journals</p>
<p><b>Recommended Text Selections</b></p>			

10 <sup>th</sup> Grade - Unit 4				
How can an individual influence the world? – fourth 9 weeks				
Standards	Reading – Literary/Informational	Writing	Speaking & Listening	Language/Conventions
	Read closely to cite, analyze and infer appropriate to task, purpose and audience.	Produce clear and consistent evidence based writing appropriate to task, purpose and audience.	Present and respond to information appropriate to task, purpose and audience.	Demonstrate command of grammar, usage and language appropriate to task, purpose and audience.
Instructional Focus Standards	1-Cite textual evidence/draw inferences 9- Analyze source material	1-Argument 7-Short/sustained research	3-Evaluate speaker’s point of view 4-Presentation of information 5-Make strategic use of digital media	1-Command of grammar and usage 2-Command of capitalization, punctuation, and spelling
Topical Essential Questions	What are the benefits of being an effective speaker and listener, and why are they necessary?	How can technology appropriately support and enhance a presentation?	How does the delivery of information influence understanding?	What is the purpose of research in creating an argument?
Enduring Understandings	Comprehension is enhanced through a collaborative process of sharing and evaluating the speaker’s point of view.	Technology is used in presentations to increase understanding and captivate interest.	Students use appropriate diction, tone, voice, syntax, and body language to present knowledge.	Providing research builds credibility and strengthens an argument.
Assessments	Formative		Summative	
	Analyzing and Evaluating Speeches Active Listening to Peer Presentations Collaborative Inquiry-based Discussions Researched Presentation Outline		World Authors Digital Communications Project (Prezi, PPT, Movie Maker)  <i>*Additional Summative Assessments developed by the grade level per building</i>	

<p><b>Learning Targets</b></p>	<p>I can use grade-appropriate diction, phrases and clauses to link sections of writing and clarify relationships between claims, reasons, counterclaims and evidence.                      I can collaborate with my peers to draw conclusions on relevant topics                      I can embed technology and media into my text pieces to engage my audience.                      I can actively listen and respond to presentations and discussions with my peers.                      I can evaluate how a speaker uses rhetorical devices and reasoning.                      I can identify fallacious reasoning or exaggerated or distorted evidence.                      I can present my thinking using appropriate verbal and nonverbal features.                      I can use text and visual elements in my presentations effectively.</p>		
<p><b>Essential Vocabulary</b></p>	<p><b>Tier 2</b></p>	<p><b>Tier 3</b></p>	
	<p>Convey                      Adapt                      Conform                      Inquiry                      Fallacious                      Active Listening</p>	<p>Rhetoric                      Discourse                      Perspective                      Collegial Discussion                      Formal Language                      Informal Language                      Anecdote</p>	<p>Point of Agreement                      Point of Disagreement                      Pose                      Inflection                      Vernacular                      Understatement                      Reflection</p>
<p><b>Recommended Text Selections</b></p>			