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| **10th Grade – Where Have I Been?****Unit 1 – What makes us the same and different?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 1, 2 – conventions review 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and** **ACT Quality Core Standards**  | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.a 3.dVoice and Method (AVM) 5.b 5.c Literary Criticism (LC) 7.a  | 2 – informative/explanatory3 – narrative integrated into info/exp7 – short/sustained research | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)for PLAN (click link above to see standards and determine specific focus) |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
| *Frankenstein* – Mary Shelley | *Things Fall Apart –* Chinua Achebeor*Dr. Jekyll and Mr. Hyde* – Robert Lewis Stevenson | *Bronx Masquerade* – Nikki Grimesor*The Adoration of Jenna Fox* – Mary E. Pearson |
| **Terminology** | •theme/universal idea ballad sonnet ode rhythm abstract concrete rhyme schememeter |
| **Writing** | • Informative/Explanatory  - with integrated narrative elements  - focused writing (On Demand, writing task, timed, etc.)  |
| **Research** | • Focus – citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Building on the school-based project from 9th grade, students work toward a local, community-based service learning project. Students should begin by exploring the needs within their community and generate idea for service possibilities. |

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| **10th Grade – Where Have I Been?****Unit 2 – What does it take to survive?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and****ACT Quality Core Standards** | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.b 3.dVoice and Method (AVM) 5.b 5.c 5.eLiterary Criticism (LC) 7.a 7.b  | 2 – informative/explanatory3 – narrative integrated into  informative/explanatory8 – gather sources | 4 – presentation of information | 1.a use parallel structure2.a use a semicolon to link two or more independent clauses |
| **ACT Quality Core**4.f use strong action verbs, sensory details, vivid imagery, precise words5.f correctly use parts of  speech |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
| *Invisible Man –* Ralph Ellison | *Siddhartha* – Herman Hesseor*The Color Purple* – Alice Walker | *Speak –* Laurie H. Andersonor*Twisted* – Laurie H. Anderson |
| **Terminology** | style flashback oxymoron euphemism paradox narrator/speaker/ persona unreliable narrator |
| **Writing** | • Informative/Explanatory (continuation from Unit 1) - with integrated narrative elements  - focused writing (On Demand, writing task, timed, etc.)  |
| **Research** | • Focus - citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Building on the school-based project from 9th grade, students work toward a local, community-based service learning project. Students should begin by exploring the needs within their community and generate ideas for service possibilities. |

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| **10th Grade – Where Have I Been?****Unit 3 – How does history influence who I am?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and** **ACT Quality Core Standards** | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.b Voice and Method (AVM) 5.e 5.f 5.hPers. Language/Logic (PLL) 6.a 6.d  | 1 – argument3 – narrative integrated into argument7 – short/sustained research | 3 – evaluate speaker’s point of view | 1.b use various types of  phrases and clauses  correctly 2.b use a colon to introduce  a list or quotation |
| **ACT Quality Core**4.a correct run-ons,  fragments, dangling and  misplaced modifiers |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
| Analysis of Speeches Unit (from ACT Quality Core) and teacher choice | Analysis of Speeches Unit (from ACT Quality Core)and teacher choice | Analysis of Speeches Unit (from ACT Quality Core)and teacher choice |
| **Terminology** | •argument •claim •counterclaim evidence reasoning rhetoric bias logical fallacy parallel structure ambiguity satire rhetorical appeals (logos, pathos, ethos) text structures (compare/contrast, cause/effect, problem/ solution)  |
| **Writing** | • Argument  - with narrative elements  - focused writing (On Demand, writing task, timed, etc.) |
| **Research** | • Focus - citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Students work toward a local, community-based service learning project. Students should begin to implement their community-based service learning project. |

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| **10th Grade – Where Have I Been?****Unit 4 – How have others made a lasting impression?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and****ACT Quality Core Standards** | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.aVoice and Method (AVM) 5.a 5.g 5.hPers. Language/Logic (PLL) 6.b 6.c  | 1 – argument3 – narrative integrated into argument7 – short/sustained research | 3 – evaluate speaker’s point of view | **ACT Quality Core**5.b correctly choose verb forms in terms of tense, voice, and mood for continuity5.c make subject-verb agree in number |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
|  *The Cather in the Rye* – J.D. Salingeror*The Stranger* – Albert Camus | *The Glass Castle –* Jeanette Walls | *The Glass Castle* *–* Jeanette Walls |
| **Terminology** | •diction •personification •tone •symbolism syntax juxtaposition epiphany idiom |
| **Writing** | • Argument (continuation from Unit 3) - with narrative elements  - focused writing (On Demand, writing task, timed, etc.) |
| **Research** | • Focus - citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography - students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Students work toward a local, community-based service learning project. Students should begin to implement their community-based service learning project. |

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| **10th Grade – Where Have I Been?****Unit 5 – How can I make a lasting impression on others?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and****ACT Quality Core Standards**  | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.a 3.cVoice and Method (AVM) 5.b 5.c Pers. Language/Logic (PLL) 6.b Literary Criticism (LC) 7.a 7.b 7.c  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce  | 2 – integrate multiple sources in diverse media formats5 – make strategic use of digital media | **ACT Quality Core**5.d use pronouns correctly5.e correctly choose adjectives, adjective phrases & clauses, adverbs, adverb phrases & clauses for connection to words modified. |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
|  *Othello* – Shakespeare or*Hamlet* – Shakespeare | *Othello* – Shakespeare | *Othello* – Shakespeare |
| **Terminology** | •symbolism •alliteration •repetition •metaphor •imagery parallel plot subplot foil character Shakespearean sonnet |
| **Writing** | •Teacher choice – recommend a technology-based project•Focused writing (On Demand, writing task, timed, etc.)  |
| **Research** | • Focus – citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Students should implement their community-based service learning project. •On-going student reflection should be an important component of this process. |

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| **10th Grade – Where Have I Been?****Unit 6 – How can my generation make a lasting impression on others?**Lexile Range 1080-1305 |
| **Ongoing KCAStandards** | **Reading – Literary/Informational** | **Writing** | **Speaking & Listening** | **Language/Conventions** |
| 1 – cite textual evidence /draw inferences 4 – determine meanings of words and phrases 10 – range of reading  | 4 – clear and consistent writing 5 – writing process 6 – technology to produce 9 – draw evidence to support 10 – range of writing | 1 – prepare and participate | 4, 5, 6 – Vocabulary Acquisition and Use |
| **Unit Priority KCAStandards** **and****ACT Quality Core Standards** | **ACT Quality Core Key Focus Topics**Knowledge of Forms (KF) 3.b 3.dVoice and Method (AVM) 5.a 5.f Pers. Language/Logic (PLL) 6.a 6.c 6.d | 4 – clear and consistent writing 5 – writing process 6 – technology to produce  | 3 – evaluate speaker’s point of view4 – present information6 – adapt speech to contexts | [ACT College Readiness English Standards](http://www.act.org/standard/planact/english/)• continue to refine and reinforce language standards and skills based on student need(Reference link above for standards) |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | **Ramp-Up** |
|  Teacher choice of nonfiction to prepare students for Advanced Placement Language Junior year. | Teacher choice of text/text type based on student need | *Three Cups of Tea: Young Reader’s Edition* or Teacher choice of text/text type based on student need |
| **Terminology** | Review of terminology based on student need in preparation for EOC |
| **Writing** | • Teacher choice – recommend a technology-based project• Continue On Demand writing support based on student need• Compile portfolio |
| **Research** | • Focus – citing sources by providing quotes and evidence (find it – support it : plop and drop)• Annotated Bibliography – students will create an annotated bibliography for reading each six weeks (on-going 9th – 12th grade) |
| **Authentic Community Connection** | • Students should implement their community-based service learning project. • On-going student reflection should be an important component of this process. |