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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.d  Voice and Method (AVM) 5.b 5.c  Literary Criticism (LC) 7.a | 2 – informative/explanatory  3 – narrative integrated into info/exp  7 – 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 Achebe  or  *Dr. Jekyll and Mr. Hyde* – Robert Lewis Stevenson | | *Bronx Masquerade*  – Nikki Grimes  or  *The Adoration of Jenna Fox* – Mary E. Pearson |
| **Terminology** | •theme/universal idea ballad sonnet ode rhythm abstract concrete rhyme scheme  meter | | | |
| **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.d  Voice and Method (AVM) 5.b 5.c 5.e  Literary Criticism (LC) 7.a 7.b | 2 – informative/explanatory  3 – narrative integrated into  informative/explanatory  8 – gather sources | 4 – presentation of information | 1.a use parallel structure  2.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 words  5.f correctly use parts of  speech |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | | **Ramp-Up** |
| *Invisible Man –* Ralph Ellison | *Siddhartha* – Herman Hesse  or  *The Color Purple* – Alice Walker | | *Speak –* Laurie H. Anderson  or  *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.h  Pers. Language/Logic (PLL) 6.a 6.d | 1 – argument  3 – narrative integrated into argument  7 – 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.a  Voice and Method (AVM) 5.a 5.g 5.h  Pers. Language/Logic (PLL) 6.b 6.c | 1 – argument  3 – narrative integrated into argument  7 – 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 continuity  5.c make subject-verb agree in number |
| **Major Text** | **Advanced** | **Honors/ Comprehensive** | | **Ramp-Up** |
| *The Cather in the Rye* – J.D. Salinger  or  *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.c  Voice 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 formats  5 – make strategic use of digital media | **ACT Quality Core**  5.d use pronouns correctly  5.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.d  Voice 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 view  4 – present information  6 – 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. | | | |