

ELA 10 Quarter 1 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading RL.1 RL.2 RL.3 RL.4 RL.5 RL.6 RL.9 RL.10</p> <p>RI.3 RI.4 RI.5.a RI.9 RI.10</p> <p>Writing W.2 a-f W.3 a,b, d W.4 W.5 W.6 W.7 W.9a</p> <p>Language L.1 a, b L.2 a-c L.4 L.5 L.6</p> <p>Speaking and Listening SL.1 SL.2 SL.4 SL.5</p>	<ul style="list-style-type: none"> ● Evaluate written narratives by analyzing how authors introduce and develop the events in their writing. RL.5 ● Expand Knowledge and use of academic and thematic vocabulary. RL.4 ● Write an explanatory essay in which you use a narrative as evidence for your main idea. Apply your knowledge of texts in the unit. W.2 ● Conduct research projects of various lengths to explore a topic and clarify meaning W.7 ● Use figurative language, connotation, and denotation to convey meaning and add variety and interest to your writing and presentations. L.5,L.5.b ● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 ● Integrate audio, visuals, and text in presentations ● Listen actively ● Clarify by asking questions ● Monitor Understanding ● Interact and share ideas ● Deliver an explanatory presentation 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● Gothic Literature ● Explanatory/Expository Text ● Narrative ● Figurative Language ● Connotation ● Denotation ● Collaborate ● Integrate ● Consensus ● mood ● tone ● informational graphic ● diction ● summary vs paraphrase <p>Possible Materials/Resources:</p> <ul style="list-style-type: none"> ● "The Fall of the House of Usher," Poe ● "The Feather Pillow," Horacio Quiroga ● Murders in the Rue Morgue ● Hearts and Hands ● The Pit and the Pendulum (compare with "The Lake") ● "Where is Here?" by Joyce Carol Oates ● "Why Do Some Brains Enjoy Fear?" Interview by Allegra Ringo <p>Poetry:</p> <ul style="list-style-type: none"> ● "beware: do not read this poem" by Ishmael Reed ● "The Raven" by Edgar Allan Poe ● "Windigo" by Louise Erdrich

ELA 10 Quarter 2 Priority Standards and Skills

Standards	Skills	Notes
<p>Reading</p> <p>RL.3 RL.4 RL.5 RL.9 RL.10</p> <p>RI.1 RI.4 RI.9 RI.10</p> <p>Writing</p> <p>W.1a-e W.2 W.3 W.4 W.5</p> <p>Speaking and Listening</p> <p>SL.1 SL.3 SL.4 SL.6</p> <p>Language</p> <p>L.1 a, b L.3a L.5 a, b L.6</p>	<ul style="list-style-type: none"> ● Evaluate written arguments by analyzing how authors state and support their claims. RI.8 ● Expand Knowledge and use of academic and thematic vocabulary. RI.4 ● Write an Argumentative essay in which you effectively incorporate the key elements of an argument W.1 ● Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 ● Correctly use phrases and clauses to convey meaning and add variety and interest to your writing and presentations.L. 1.b ● Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 ● Integrate audio, visuals, and text in presentations SL.5 ● Deliver an explanatory presentation 	<p>Terms to Know:</p> <ul style="list-style-type: none"> ● claim ● counterclaim ● rhetoric ● rhetorical devices ● argument vs opinion ● credible sources ● plagiarism ● MLA format ● parenthetical citations ● bias ● Debate ● Thesis ● Modernism, Absurdist ● Ambiguity ● Theme ● Symbolism ● Inference ● Syntax ● evidence ● relevance ● Response to Literature ● free verse ● end-stopped lines ● enjambment lines ● prose poem ● sonnet ● denotation ● connotation ● parallel structure <p>Resource: LA 10 Current Event Argumentative Essay Unit *R (located in Rubicon Atlas)</p> <p>Suggest Materials:</p> <ul style="list-style-type: none"> ● <i>The Metamorphosis</i> by Franz Kafka, translated by Ian Johnston ● <i>The Doll's House</i> by Katherine Mansfield ● <i>Revenge of the Geeks</i> by Alexandra Robbins ● <i>The Orphan Boy and the Elk Dobys</i> by Blackfoot,

		<p>retold by Richard Erdoes and Alfonso Ortiz</p> <ul style="list-style-type: none"> • By Any Other Name from Gifts of Passage by Santha Rama Rau • Outsider's Art is Saluted at Columbia, Then Lost Anew by Vivian Yee • Fleeing to Dismal Swamp, Slaves and Outcasts Found Freedom by Sandy Hausman
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ELA 10 Quarter 3 Priority Standards and Skills

Standards	Skills	Notes
<p>RL.4 RI.1 RI.3 RI.4 RI.6 RI.9 RI.10</p> <p>W.2a-f W.5 W.7 W.8 W.9 W.10</p> <p>L.1 L.2a, c L.4a,b L.6</p> <p>SL.1 SL.3 SL.4 SL.6</p>	<ul style="list-style-type: none"> • Evaluate written informative texts by analyzing how authors convey complex ideas, concepts, and information. RI.3 • Expand Knowledge and use of academic and thematic vocabulary. RI.4 • Write an informative essay in which you effectively incorporate the key elements of an argument W.2 • Conduct research projects of various lengths to explore a topic and clarify meaning. W.7 • Correctly integrate quotations and other evidence into written texts and presentations. L.1 • Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 • Integrate audio, visuals, and text in presentations • Understand author's purpose 	<p>Terms to Know:</p> <ul style="list-style-type: none"> • Seminal Documents • Persuasive Appeals • Central Idea • Appeals to Logic • Appeals to Emotion • Appeals to Authority • Logical Fallacy • Propaganda • Charged/Emotional Language • Synthesize • Parallelism • Anaphora • Antithesis • Latin Roots -pac, -bene • Compare/Contrast <p>Suggested Materials: Text: "Born Free: Children and the Struggle for Human Rights"</p> <p>(Speech): from The "Four Freedoms" Speech by Franklin D. Roosevelt</p> <p>(Speech): Speech at the United Nations by Malala Yousafzai</p> <p>Text (Letter): Inaugural Address by John F. Kennedy</p> <p>Media (Video): Inaugural</p>

		<p>Address by John F. Kennedy</p> <p>Media (Interview): <i>Diane Sawyer Interviews Malala Yousafzai</i> ABC News</p> <p>Poetry: “Caged Bird” by Maya Angelou “Some Advice to Those Who Will Serve Time in Prison” by Nazim and Mutlu Konuk</p> <p>Short Story: “The Censors” by Luisa Valenzuela</p>
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ELA 10 Quarter 4 Priority Standards and Skills

Standards	Skills	Notes
<p>RL.2 RL.3 RL.4 RL.5 RL.7 RL.9 RL.10</p> <p>RI.4 RI.9 RI.10</p> <p>W.1 W.3a-e W.4 W.5 W.6 W.7 W.8 W.9a W.10</p> <p>L.1a,b L.2a, c L.4a-d L.5a,b</p> <p>SL.1.a, d SL.2 SL.3 SL.4</p>	<ul style="list-style-type: none"> Evaluate written narrative texts by analyzing how authors introduce and develop central ideas or themes. RL.2 Expand knowledge and use of academic and concept vocabulary RL.4, RI.4 Write a narrative in which you convey an experience or event using effective techniques, well-chosen details, and well-structured sequences. W.3 Conduct research projects of various lengths to explore a topic and clarify meaning. W.7, W.8 Correctly use varied sentence structures to add interest to writing and presentations. L.1 Collaborate with your team to build on the ideas of others, develop consensus, and communicate SL.1 Integrate audio, visuals, and text in presentations SL.5 Use ellipsis correctly in writing Infer theme from a complex text 	<p>Terms to Know:</p> <ul style="list-style-type: none"> Nonfiction Narrative Historical Context aside pun parody tragic hero tragic flaw soliloquy chorus protagonist antagonist tragedy drama setting margin notes footnotes Verse Drama Structure of Greek plays Prologue Episode Odes Paeon Exodos Strophe Antistrophe Epode Choragos Metaphor Hyperbole Simile Personification Superlative

SL.5

- juxtaposition
- Dramatic devices
- Foreshadowing
- Monologue
- character motivation
- character analysis
- theme development in a drama
- conflict
- Latin Roots -dict, -dom, -lum

Suggested Materials:

Oedipus the King, Parts I, II by Sophocles, translated by Nicholas Rudall

View from the Empire State Building by Helen Keller

Blind Fatima Naoot translated by kees nijland

The Blind Seer of Ambon by W.S. Merwin

On His Blindness by Jorge Luis Borges, translated by Robert Mezey

The Country of the Blind by H.G. Wells

The Neglected Senses from the Benefit of Those Who See by Rosemary Mahoney