

2017-2018 ELA Curriculum Map Grade 10

Reading Focus: Informational Writing Focus: Informative/Explanatory	Unifying Concept: Heroism and Fear	Quarter 1
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10.RI.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>10.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p>10.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <ol style="list-style-type: none"> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.</p>		<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>10.RI.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p>10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)</p> <p>10.SL.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grades 9–10 topics, texts, and issues</i>, building on others' ideas and expressing their own clearly and persuasively.</p> <ol style="list-style-type: none"> Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

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<p>a. Use parallel structure.</p> <p>b. Use various types of phrases and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>10.SL.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.</p>			
AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>10.RL.1,10 10.RI.1,10 10.W. 4,5,6,10 10.SL.1,2,6 10.L.1,2,6</p>	<p>Identity 3—Students will know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (ID.9-12.3).</p> <p>Diversity 7—Students will have the language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups (DI.9-12.7).</p> <p>Diversity 8—Students will respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way (DI.9-12.8).</p> <p>Justice 12—Students will recognize, describe and distinguish unfairness and injustice at different levels of society (JU.9-12.12).</p> <p>Action 17—Students will take responsibility for standing up to exclusion, prejudice and injustice (AC.9-12.17).</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>Adopted Anthology: <i>The Language of Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>All Quiet on the Western Front</i>, Erich Maria Remarque <i>Cold Equations</i>, Tom Godwin <i>Farewell to Manzanar</i>, Jeanne Wakatsuki Houston and James D. Houston <i>Kaffir Boy</i>, Mark Mathabane <i>Maus</i>, Art Spiegelman <i>Night</i>, Elie Weisel <i>One Day in the Life of Ivan Denisovich</i>, Alexander Solzhenitsyn <i>The Once and Future King</i>, T.H. White</p> <p>Recommended Short Texts: Choose 3-5 “Eulogy to Dr. Martin Luther King, Jr.” Robert F. Kennedy p. 136 “The Interlopers,” Saki, p.8 “Farewell to Manzanar,” Jeanne Wakatsuki Houston and James D. Houston, p.602 “Nobel Prize Acceptance Speech,” Eli Wiesel, p. 599 Complete text</p> <p>Multicultural Extended Text Adoptions: <i>Hiroshima</i>, John Hersey <i>The Book Thief</i>, Markus Zusak</p>	<p>Enduring Understandings <u>Reading:</u> Informational and literary texts help people to understand the concept of ‘heroes,’ why people create heroes, and how people deal with heroes. <u>Writing:</u> By understanding how heroes are viewed across the world, good writers can make educated choices about which heroes they want to champion and explain their choices clearly in writing.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What are the consequences to heroism? 2. Why do people look to heroic figures for guidance? 3. How do heroes differ from culture to culture?

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Instructional and Assessment Guides	Additional Instructional Resources
<p>Informative/Explanatory Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da595aadebe0a18e962c3</p> <p>Informative/Explanatory Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da494aadebe0a18e962ae</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess's Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3</p>	<p>Electronic and Alternative Media:</p> <p>Farewell to Manzanar Teachers Guide http://www.calhum.org/files/uploads/grant_related/CA-Reads-Manzanar-Curriculum-Guide.pdf</p> <p>Instructional Resources for Hiroshima http://www.nea.org/tools/lessons/63449.htm http://sheg.stanford.edu/upload/Lessons/Unit%2010_New%20Deal%20and%20World%20War%20II/Atomic%20Bomb%20Lesson%20Plan.pdf</p> <p>Hero Resources http://www.shortstoryguide.com/short-stories-about-courage-bravery-heroism/ “5 Qualities of Incredibly Heroic Leaders”, Bill Murphy, Jr. “9 Hero Archetypes” “Anti-Hero: Definition, Examples & Characteristics” “Dive into Worldbuilding: Heroes Across Cultures”, Juliette Wade “National Geographic Live! - Culture Heroes: Fredrik Hiebert” “What is a Hero?”, Michael Gonchar “What Makes A Hero?”, Mathew Winkler</p> <p>Escape from Sobibor http://www.bbc.co.uk/programmes/p01j9ghn</p> <p>MetaMaus the Story Behind Art Spiegelman’s Classic http://www.npr.org/2011/10/05/141085597/spiegelmans-metamaus-the-secrets-behind-maus</p>

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Reading Focus: Literature Writing Focus: Argumentative	Unifying Concept: Justice and Authority	Quarter 2
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>10.RL.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>10.RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>10.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>10.RL.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). <p>10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. Use a colon to introduce a list or quotation. Spell correctly.

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<p>a. Interpret figures of speech (e.g., euphemism, oxymoron) in an text and analyze their roles in the text.</p> <p>b. Analyze nuances in the meaning of words with similar denotations.</p>			
AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>10.RL.1,10 10.RI.1,10 10.W. 4,5,6,10 10.SL.1,2,6 10.L.1,2,6</p>	<p>Identity 3—Students will know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (ID.9-12.3).</p> <p>Diversity 7—Students will have the language and knowledge to describe accurately and respectfully how people (including themselves) are both similar to and different from each other and others in their identity groups (DI.9-12.7).</p> <p>Diversity 8—Students will respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way (DI.9-12.8).</p> <p>Justice 12—Students will recognize, describe and distinguish unfairness and injustice at different levels of society (JU.9-12.12).</p> <p>Action 17—Students will take responsibility for standing up to exclusion, prejudice and injustice (AC.9-12.17).</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>Adopted Anthology: <i>The Language of Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Animal Farm</i>, George Orwell <i>Balzac and the Little Chinese Seamstress</i>, Dai Sijie <i>Chronicle of a Death Foretold</i>, Gabriel Garcia Marquez <i>Julius Caesar</i>, William Shakespeare <i>Kaffir Boy</i>, Mark Mathabane <i>Like Water for Chocolate</i>, Laura Esquivel <i>Merchant of Venice</i>, William Shakespeare <i>Slaughterhouse Five</i>, Kurt Vonnegut, Jr. <i>Taming of the Shrew</i>, William Shakespeare <i>Things Fall Apart</i>, Chinua Achebe</p> <p>Recommended Short Texts: Choose 3-5 “Harrison Bergeron”, Kurt Vonnegut, Jr. p. 20 “There Will Come Soft Rains,” Teasdale, Sara p.52 “Woman,” Giovanni, Nikki, p.</p>	<p>Enduring Understandings <u>Reading:</u> Literature and informational texts provide people with varying types of justice and what justice can mean to an individual or community. Different types of texts reveal the facets of justice and who determines that justice has been met. <u>Writing:</u> By reading about different points of view, people are able to then decide on their own perspective, and write arguments to defend that viewpoint.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. How do people distinguish between right and wrong? 2. What happens when the law and justice are not the same? 3. Is justice necessary for a moral/ethical society? 4. How do difference cultures value justice?

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		<p>255 “Women,” Walker, Alice, p. 516 “The Sound of Thunder,” Bradbury, Ray, p.71</p> <p>Multicultural Extended Text Adoptions: <i>Among Others</i>, Jo Walton <i>How it Went Down</i>, Kekla Magoon <i>The 1964 Freedom Summer</i>, Bruce Watson</p>	
Instructional and Assessment Guides		Additional Instructional Resources	
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aadebe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aadebe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3</p>		<p>Electronic and Alternative Media:</p> <p>Resources on Justice http://www.shortstoryguide.com/short-novels/ “Criminal Justice Systems Around the World”, Wiki “Harsh Justice: Comparing Prisons Around the World” “How I Defend the Rule of Law”, Kimberly Motley “In Northern Ireland, Getting Past the Troubles”, “Inside Islam: What a Billion Muslims Really Think” “Top 10 Countries Where Justice Prevails”, Kenneth Rapoza ”Cultural Relativity, Ethnocentrism & the Rights of Humans”</p> <p>Full Text: <i>The Merchant of Venice</i> http://www.penguin.com/static/pdf/teachersguides/MerchantOfVenice.pdf</p> <p>Novelist Vonnegut Remembered for his Black Humor http://www.npr.org/templates/story/story.php?storyId=9533587</p> <p>Chinua Achebe, African Literary Legend, Dies at 82 http://www.nytimes.com/2013/03/23/world/africa/chinua-achebe-nigerian-writer-dies-at-82.html?_r=0</p> <p>Gabriel García Márquez - Biographical http://www.nobelprize.org/nobel_prizes/literature/laureates/1982/marquez-bio.html</p>	

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Reading Focus: Informational Writing Focus: Argumentative	Unifying Concept: Honor and Ambition	Quarter 3
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>10.RI.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>10.RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p> <p>10.RI.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ol style="list-style-type: none"> Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning"). <p>10.L.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow</p>	<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>10.RL.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.</p> <p>10.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <ol style="list-style-type: none"> Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a concluding statement or section that follows from and supports the argument presented. <p>10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <ol style="list-style-type: none"> Write and edit work so that it conforms to the guidelines in a style 	

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	<p>the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>	<p>manual (e.g., <i>MLA Handbook</i>, <i>Turabian’s Manual for Writers</i>) appropriate for the discipline and writing type.</p> <p>10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	
AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>10.RL.1,10 10.RI.1,10 10.W. 4,5,6,10 10.SL.1,2,6 10.L.1,2,6</p>	<p>Identity 3—Students will know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (ID.9-12.3).</p> <p>Diversity 7—Students will have the language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups (DI.9-12.7).</p> <p>Diversity 8—Students will respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way (DI.9-12.8).</p> <p>Justice 12—Students will recognize, describe and distinguish unfairness and injustice at different levels of society (JU.9-12.12).</p> <p>Action 17—Students will take responsibility for standing up to exclusion, prejudice and injustice (AC.9-12.17).</p>	<p>Adopted Anthology: <i>The Language of Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>A Tale of Two Cities</i>, by Charles Dickens <i>Age of Innocence</i>, Edith Wharton <i>Invisible Man</i>, H.G. Wells <i>Merchant of Venice</i>, William Shakespeare <i>Taming of the Shrew</i>, William Shakespeare <i>The Tragedy of Julius Caesar</i>, William Shakespeare p.689 <i>One Day in the Life of Ivan Denisovich</i>, Aleksandr Solzhenitsyn</p> <p>Recommended Short Texts: Choose 3-5 “Californian’s Tale,” Mark Twain, p. 303 “Everyday Use,” Alice Walker, p. 503 “In Search of Our Mother’s Garden,” Alice Walker, p. 522 “Nobel Prize Acceptance Speech,” Eli Wiesel, p. 599 Complete text “Pit and the Pendulum,” Edgar Allan Poe, p. 559 “Review of Julius Caesar,” p. 798 “‘They Have Not Been Able,’” Armando Valladares, p. 659</p> <p>Multicultural Extended Text Adoptions: <i>Between Sisters</i>, Adwoa Badoe <i>Discovering Wes Moore</i>, Wes Moore <i>Nothing but the Truth: A documentary novel</i>, Avi Dewey</p>	<p>Enduring Understandings: <u>Reading:</u> Informational and literary texts demonstrate how honor and ambition work for the common good, or to disastrous results. <u>Writing:</u> By reading about how various cultures view ambition and honor, writers can come to their own conclusions and argue for their own viewpoint.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What drives human ambition? 2. How is it possible to be ambitious and honorable? 3. How do ideas about ambition and honor change across cultures? 4. How does ambition impact decisions?

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	<p>Anti-Bias Framework http://perspectives.tolerance.org/?qno=de/494</p>		
<p>Instructional and Assessment Guides</p>		<p>Additional Instructional Resources</p>	
<p>Argumentative Writing Guide https://cms.azed.gov/home/GetDocumentFile?id=583da570aa4debe0a18e962bf</p> <p>Argumentative Rubric https://cms.azed.gov/home/GetDocumentFile?id=583da4b3aa4debe0a18e962b2</p> <p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aad4ebf0a185fcf26</p> <p>DOK Stems https://cms.azed.gov/home/GetDocumentFile?id=583defb7aad4ebf0a185fcf2a</p> <p>Hess’s Matrix https://cms.azed.gov/home/GetDocumentFile?id=583defd0aad4ebf0a185fcf2e</p> <p>Socratic Seminar https://www.nwabr.org/sites/default/files/SocSem.pdf https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors https://cms.azed.gov/home/GetDocumentFile?id=583ca096aa4debe13d87d42e3</p>		<p>Electronic and Alternative Media:</p> <p>“The Ambition Bird,” Anne Sexton http://www.poemhunter.com/best-poems/anne-sexton/the-ambition-bird/</p> <p>Historical accounts of Julius Caesar http://www.poetrysoup.com/famous/poem/7219/the_ambition_bird</p> <p>Ode to a Pair of Socks, Pablo Neruda http://www.poemhunter.com/poem/ode-to-my-socks/</p> <p>Presidential Speeches http://millercenter.org/president/speeches</p> <p>Stalinism in the Soviet Union http://www.history.com/topics/joseph-stalin</p> <p>The Ambitious Guest, Nathaniel Hawthorne http://www.eastoftheweb.com/short-stories/UBooks/AmbGue.shtml</p> <p>The Mistaken Millner, Charles Dickens http://www.readbookonline.net/readOnLine/7839/</p> <p>The Merchant of Venice: Masterpiece Resources http://www.pbs.org/wgbh/masterpiece/merchant/tg_resources.html</p>	

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Reading Focus: Literature Writing Focus: Narrative	Unifying Concept: Ethics and Power	Quarter 4
<p>Highly-Leveraged¹ are the most essential for students to learn because they have endurance (knowledge and skills are relevant throughout a student's lifetime); leverage (knowledge and skills are used across multiple content areas); and essentiality (knowledge and skills are necessary for success in future courses or grade levels).</p> <p>10.RL.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>10.RL.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <ol style="list-style-type: none"> Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. <p>10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p>	<p>Corresponding Standards are integral to achieve mastery of the Highly-Leveraged Standards.</p> <p>10.RL.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>10.RI.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>10.RI.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts</p> <p>10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas avoid plagiarism; and follow a standard format for citation.</p> <p>10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ol style="list-style-type: none"> Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. Analyze nuances in the meaning of words with similar denotations. <p>10.SL.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p>	

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AZCCRS	Student Standards	Selected Readings of Complex Text	Big Ideas
<p>Constant Standards are repeatedly addressed to reinforce grade-level mastery of all standards.</p> <p>10.RL.1,10 10.RI.1,10 10.W. 4,5,6,10 10.SL.1,2,6 10.L.1,2,6</p>	<p>Identity 3—Students will know that all their group identities and the intersection of those identities create unique aspects of who they are and that this is true for other people too (ID.9-12.3).</p> <p>Diversity 7—Students will have the language and knowledge to describe accurately and respectfully how people (including themselves) are both similar to and different from each other and others in their identity groups (DI.9-12.7).</p> <p>Diversity 8—Students will respectfully express curiosity about the history and lived experiences of others and exchange ideas and beliefs in an open-minded way (DI.9-12.8).</p> <p>Justice 12—Students will recognize, describe and distinguish unfairness and injustice at different levels of society (JU.9-12.12).</p> <p>Action 17—Students will take responsibility for standing up to exclusion, prejudice and injustice (AC.9-12.17). of social justice around the world.</p> <p>Anti-Bias Framework http://perspectives.tolerance.org/?qnode/494</p>	<p>Adopted Anthology: <i>The Language of Literature</i></p> <p>Recommended Extended Texts: Choose 1-2 <i>Animal Farm</i>, by George Orwell <i>Boy in the Striped Pajamas</i>, John Boyne <i>Brave New World</i>, Aldous Huxley <i>Kite Runner</i>, Khaled Hosseini <i>Last of the Mohicans</i>, James Fenimore Cooper <i>Night</i>, Elie Weisel <i>One Day in the Life of Ivan Denisovich</i>, Alexander Solzhenitsyn <i>Slaughterhouse-Five</i>, Kurt Vonnegut</p> <p>Recommended Short Texts: Choose 3-5 “Case of Cruelty,” James Herriot p. 265 “Harrison Bergeron,” Kurt Vonnegut, Jr. p.20 “They Have Not Been Able,” Armando Valladares, p.659 “Farewell to Manzanar,” Jeanne Wakatsuki Houston and James D. Houston p.602 Author Study of Ray Bradbury, p. 67 “No Witchcraft for Sale,” Lessing, Doris p. 148</p> <p>Multicultural Extended Text Adoptions: <i>Before We Were Free</i>, Julia Alvarez <i>Black Potatoes: the story of the great Irish Famine</i>, Susan Bartoletti</p>	<p>Enduring Understandings <u>Reading:</u> Literature and informational texts describe how absolute power can be a corrupting influence and bring about uncertain and often violent outcomes. <u>Writing:</u> By reading about absolute power, we learn that people have to work together in order to live in a less violent world. We can explain how absolute power can corrupt absolutely.</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. Why is there inhumanity? 2. What happens when power becomes absolute? 3. What motivates people to strive for absolute power? 4. How is power defined in different cultures?
Assessment Guides		Instructional Resources	
<p>DOK Levels https://cms.azed.gov/home/GetDocumentFile?id=583def94aadebf0a185fcf26 DOK Stems</p>		<p>Electronic and Alternative Media:</p> <p>Abuse of Power Resources: http://www.huffingtonpost.com/john-farr/the-ten-best-abuse-of-pow_b_134023.html</p>	

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<p>https://cms.azed.gov/home/GetDocumentFile?id=583defb7aadebf0a185fcf2a</p> <p>Hess's Matrix</p> <p>https://cms.azed.gov/home/GetDocumentFile?id=583defd0aadebf0a185fcf2e</p> <p>Socratic Seminar</p> <p>https://www.nwabr.org/sites/default/files/SocSem.pdf</p> <p>https://www.paideia.org/about-paideia/socratic-seminar/</p> <p>Free Master Teacher Lesson Plans</p> <p>http://betterlesson.com/master_teacher_projects</p> <p>Performance Level Descriptors</p> <p>https://cms.azed.gov/home/GetDocumentFile?id=583ca096aadebe13d87d42e3</p>	<p>http://www.cbc.ca/news/world/ferguson-police-report-5-examples-of-abuse-of-power-1.2982246</p> <p>http://www.cracked.com/article/18351_6-rulers-who-abused-their-power-in-hilariously-insane-ways/</p> <p>http://www.abuseofpower.info/</p> <p>https://www.aclu.org/top-ten-abuses-power-911</p> <p>http://www.rwandanstories.org/genocide.html</p> <p>http://teachgenocide.org/survivoraccounts/index.htm</p> <p>http://www.preventgenocide.org/genocide/testimonies/</p> <p>Kurt Vonnegut Memorial Library</p> <p>http://www.vonnegutlibrary.org/about/</p> <p>Alexandr Solzhenitsyn - Nobel Lecture</p> <p>http://www.nobelprize.org/nobel_prizes/literature/laureates/1970/solzhenitsyn-lecture.html</p> <p>BBC Biography George Orwell</p> <p>http://www.bbc.co.uk/history/historic_figures/orwell_george.shtml</p>
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¹This definition for Highly-Leveraged Standards was adapted from the “power standard” definition on the website of the Millis Public Schools, K-12, Massachusetts, USA, 2016.