The EUHSD English 10 curriculum document identifies what students should be able to know by grade level in a comprehensive standards-based course of study. The curriculum document is updated annually based on student academic achievement data, research and best practices, and input from stakeholders. The EUHSD curriculum document contains the following documents and/or information:

1) Course Description
2) Course Guidelines/Requirements - graduation credit information, transcript information, adopted materials, adopted technology, assessment outline
3) Instructional Materials References
4) Scope and Sequence Map with Essential Standards outlined by Unit

A comprehensive course of study and/or program is designed so that all students have access to the rigorous curriculum necessary to graduate high school college and career ready. Student-Centered learning provides opportunity for collaboration, communication, and a robust learning environment and provides opportunities for all students to meet the goals of the district’s Instructional Focus at the time of this writing: “All students communicate their thinking, ideas and understanding by effectively using oral, written and/or non-verbal expression.”

A key design consideration in the transition to the new California State Standards is a focus on changes in pedagogy. The English Language Arts instructional shifts guide classroom teaching and learning and the foundation of curriculum and instructional design. Key considerations of the ELA Instructional shifts can be found by visiting the following URL: http://www.corestandards.org/other-resources/key-shifts-in-english-language-arts/

The curriculum document is aligned to the California State Standards for English Language Arts: http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf
**English 10 Course Description**

The EUHSD *English Language Arts 10* curriculum is written to provide students with the requisite skills necessary to meet the California State Standards grades 9/10 and the learning outcomes expressed in the College and Career Readiness statements. Students will demonstrate independence as deliberate readers, knowledgeable and proficient writers and effective communicators. Students will read and write using a variety of grade level informational and literary resources and will utilize technology to research, publish, upload and share work with their fellow students. Students will develop the habits of mind to reflect, respond, and communicate about a variety of topics and issues.

(Honors) – The EUHSD Honors English classes are designed to teach the core skills outlined with the ELA 10 curriculum document as well as provide extension learning opportunities. Students in the honors program will be required to be well-organized, attend to a variety of projects and/or writing tasks that seek to extend their learning. They may be asked to complete additional outside and/or in class writing tasks and will need a strong foundation in reading and writing. Consideration for honors placement includes a variety of data such as middle school teacher recommendation, class grades, standardized test scores or other assessment data. The honors curriculum extensions are outlined within this document.

### Course Requirements

<table>
<thead>
<tr>
<th>Course Length:</th>
<th>One Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>UC/CSU Requirement:</td>
<td>This course meets UC “b” English criteria.</td>
</tr>
<tr>
<td>Grade Level:</td>
<td>10</td>
</tr>
<tr>
<td>Graduation Requirement:</td>
<td>English Language Arts</td>
</tr>
</tbody>
</table>

#### Course Numbers (Semester A):

(P) 2811  
(H) 3258  
(SE) 4333  
(B) 2574

#### Course Numbers (Semester B):

(P) 2814  
(H) 3259  
(SE) 4334  
(B) 2575

#### Credits

10 (5 per semester)

#### Required Prerequisite/s:

None

#### Recommended Prerequisite/s:

English 9

#### Board Approval Date (Curriculum): November 15, 2016

#### Board Approval Date (Materials): November 15, 2016

#### Core Instructional Material/s:

A detailed list of core novel selections and informational texts are outlined within the Scope and Sequence section of this document.

#### Supplemental Instructional Material/s:

- A list of supplemental instructional materials is outlined within each unit of study and will be updated annually.

#### Technology Resource/s:

- Computers such as Chromebooks (in class only 1-1 implementation)

#### Assessment/s:

- A detailed list of common unit by unit assessments are outlined within the Scope and Sequence section of this document.
The Scope and Sequence Guide is a California standards based document that delineates the skills students are expected to know and do in order to meet College and Career Readiness expectations outlined within the California State Standards for English Language Arts. Each unit of study in the Scope and Sequence document is designed to build upon the previous unit and/or prerequisite coursework in support of student mastery of specific standards based skills. The Scope and Sequence document provides the framework of understanding for key assignments, key assessments, and instructional resources and strategies that serve to assist students in meeting unit learning objectives. EUHSD teachers will meet annually with Educational Services staff to review common resources located in unit plans. Resources will be updated annually and/or as needed based on student data.

In coursework requiring reading and writing, the following standards are not specifically stated in any one unit of study, but are the result of implementation throughout the curriculum as students participate in reading, writing, and speaking/listening standards based activities.

- **By the end of grade 11, students will read and comprehend literary nonfiction in the grades 11-CCR text completely and proficiently, with scaffolding as needed at the high range.** (Reading Informational Text Standard 10)
- **Students will write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks and purposes.** (Writing Standard 10)
- “**To be college and career ready, students must have ample opportunities to take part in a variety of rich and structured conversations – as part of a whole class, in small groups, and with a partner – build around important content in various domains. They must be able to contribute appropriately to conversations, make comparisons and contrasts, and analyze and synthesize a multitude of ideas according to the standards of evidence appropriate to a particular discipline.**” (Standards for ELA Anchor Standards for Speaking/Listening)
English 10 Scope and Sequence
Unit 1
Length: 10 Weeks

Unit Description: In Unit 1, students will review the elements of narrative text and the way in which authors structure narratives in order to illustrate a story’s theme(s). This unit builds on literature analysis skills developed in ninth grade by now exploring them through the literary devices of irony, flashbacks and foreshadowing. Research shows these literary devices are often barriers to comprehension for struggling readers, so providing practice with these helps promote independence in reading literature. Students build greater independence with reading and analytical skills as the unit builds from short stories to a novel. The unit concludes with a process essay, in which students will demonstrate their level of mastery in determining theme through various literary devices. The instructional priority for writing in this unit is for students to integrate quotes effectively in order to maintain the flow of ideas within their writing; this can be addressed throughout the entire unit as students respond to text based questions and regularly write to the process essay prompt. Students will also use context to determine the meaning of words.

Unit 1 Target Standards:
- **Reading Literature 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.
- **Reading Literature 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.
- **Reading Literature 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).
- **Reading Literature 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.
- **Reading Literature 7**: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux-

Meeting the needs of EL students:
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/doc/uments/elstdndspublicaton14.pdf](http://www.cde.ca.gov/sp/el/er/doc/uments/elstdndspublicaton14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/cgi/rl/cf/doc/uments/eladdfwwchapter11.pdf](http://www.cde.ca.gov/cgi/rl/cf/doc/uments/eladdfwwchapter11.pdf)

Learning Objectives:
- Students will be able to…
  - Examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. (RL2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RL2)
  - Recognize complex characters and understand their role in a text. (RL3)
  - Identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to the plot or theme development. (RL3)
  - Recognize how complex characters propel the action in the story or add to the development of a theme. (RL3)
  - Analyze and illustrate how an author crafts the structure of a text to produce a particular effect. (RL5)
  - Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (L4)
  - Use context clues. (L4a)

Unit Resources:
*Site teacher teams will choose at least three of the following short stories and one of the longer works listed below:
- **The Interlopers** by Saki [foreshadowing/irony]
- **Sweet Potato Pie** by Eugena Collier [flashback/foreshadowing]
- Initiation by Sylvia Plath [foreshadowing]
- **The Seventh Man** by Murakami [foreshadowing/flashback]
- **A Sound of Thunder** by Ray Bradbury [foreshadowing]
- **There Will Come Soft Rains** by Ray Bradbury [irony]
- **The Pedestrian** by Ray Bradbury [foreshadowing/irony]
- **Bless Me Ultima** by Rudolfo Anaya
- **The Absolute True Diary of a Part Time Indian** by Sherman Alexie
Arts” and Breughel's Landscape with the Fall of Icarus).

- **Language 4**: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- **Language 4a**: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- **Writing 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.
- **Writing 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, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.
- **Writing 9**: Draw evidence from literary or informational texts to support analysis, reflection and research.

**Key Unit Assignments:**

- Students will set up Literacy Notebook (Repeatable for each unit). Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 1 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
  - tracking of plot/characters from short stories and novel
  - responses to text based questions
  - regular responses to writing tasks

**Key Unit Assessments:**

- **Literacy Notebook Text Based Question Responses**
- **Formative assessment covering target standards during designated assessment window**
- **On Demand Performance Task Essay**
- **Process Essay**

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.

- **Lord of the Flies** by William Golding
- **Fahrenheit 451** by Ray Bradbury
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: review of how to read/make notes on narrative text; how to determine theme; how to recognize and analyze foreshadowing, flashbacks, and irony; review of how to determine the meaning of unknown words using context clues; and how to provide and maintain the flow in writing through effective quote integration
- multiple entries in which students reflect on their thinking and learning

Students will read a short story for the first time and respond to a common on-demand writing prompt. This assessment will demonstrate student understanding of key target standards. The student will be expected to utilize textual evidence from both sources to support their findings. Prompt: Write an essay in which you identify a theme in the assigned text. Explain how the author develops this theme through literary devices such as irony, foreshadowing and flashback.

Students will write a process essay to demonstrate their understanding of the unit target standards and the novel. The student will be expected to utilize textual evidence from both sources to support their findings. Prompt: Write an essay in which you identify a theme in a novel. Explain how the author develops this theme through literary devices such as irony, foreshadowing and/or flashback.

Throughout the unit, students will read and respond to a variety of short stories and possibly a novella using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence.

**Honors Extension:**

- In order to extend the learning, Honors students will read a teacher selected text set of poetry (RL4). Teachers will add depth and breadth to discussions and building student understanding by analyzing the representation of a subject or key scene as illustrated in two different artistic mediums, including what is emphasized or absent in each. (RL7). Teachers will select poems that relate to the theme or key passages of the longer works that students are reading within the unit. Students will conduct literary analysis of the poems and demonstrate their understanding in writing. (W9)
- An additional option to further extend the learning includes having students read an additional longer work (from the options within the unit plans) to read independently over an extended period of time.
English 10 Scope and Sequence
Unit 2
Length: 7 Weeks

**Unit Description:** In Unit 2, students will examine multiple texts to explore the complexities of argument in reading and writing. Building on the skills of ninth grade where students identified claims and evaluated the relevance of evidence, this unit facilitates a deeper examination of text. Students will examine multiple texts analyzing the following: how an author unfolds an analysis, how an author's claims are developed and refined, author’s point of view and use of rhetoric, and validity of reasoning. After practicing these skills multiple times, students will be given an on demand writing task in which they identify an author’s claim and discuss the author’s purpose and use of rhetoric. The writing instruction in this unit now includes varied use of transitions. Students continue reading argument texts provided by the teacher or through their own research to inform their end-of-unit writing task which is an argument speech crafted for a specific audience.

**Unit 2 Target Standards:**
- **Reading Informational 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.
- **Reading Informational 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).
- **Reading Informational 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.
- **Reading Informational 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.
- **Language 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
- **Language 4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

<table>
<thead>
<tr>
<th>Meeting the needs of EL students:</th>
<th>Learning Objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Utilize the student information system to acquire the language levels of EUHSD English Learners.</strong></td>
<td><strong>Students will be able to...</strong></td>
</tr>
<tr>
<td><strong>In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards:</strong> <a href="http://www.cde.ca.gov/sp/el/er/documents/eldstandspub14.pdf">http://www.cde.ca.gov/sp/el/er/14pdf</a></td>
<td><strong>Examine how an author builds an opinion or a study with key details, paying close attention to how the ideas are introduced, sequenced, and developed. (RI3)</strong></td>
</tr>
<tr>
<td><strong>In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks:</strong> <a href="http://www.cde.ca.gov/ci/rl/cf/11pdf">http://www.cde.ca.gov/ci/rl/cf/11pdf</a></td>
<td><strong>Examine how specific parts of the text enhance a thought or expand an idea. (R15)</strong></td>
</tr>
<tr>
<td><strong>Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (L4)</strong></td>
<td><strong>Examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers. (R16)</strong></td>
</tr>
<tr>
<td><strong>Use context clues. (L4a)</strong></td>
<td><strong>Evaluate whether the reasoning an author uses is logical/ legitimate and if the evidence that is used is relevant to the argument or provides enough proof. (R18)</strong></td>
</tr>
<tr>
<td><strong>Write arguments to support claims using valid reasoning and relevant and sufficient evidence. (W1)</strong></td>
<td><strong>Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (L4)</strong></td>
</tr>
<tr>
<td><strong>Use words and phrases to link and clarify ideas. (W1c)</strong></td>
<td><strong>Use context clues. (L4a)</strong></td>
</tr>
<tr>
<td><strong>Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)</strong></td>
<td><strong>Write arguments to support claims using valid reasoning and relevant and sufficient evidence. (W1)</strong></td>
</tr>
</tbody>
</table>

**Unit Resources:**
*Site teacher teams will choose at least five of the following texts:*
- **End the Gun Epidemic in America** by The New York Times Editorial Board
- **When Mass Shootings Become Ordinary** by Colbert I. King
- **Why Does ISIS Keep Making Enemies** by Peter Bergen
- **The New Intolerance of Student Activism** by Conor Friedersdorf
- **Why Tipping is Wrong** by Saru Jayaraman
- **Make College Free for All** by Bernie Sanders
- **Three Facts Missing From the Immigration Debate by Noah Smith**
- **Did the Media Ignore the Beirut Bombings, or Did Readers?** by Max Fisher
- **Dear Katie Hopkins, Stop Making Life More Difficult for Disabled People by Lucy Hawking**
<table>
<thead>
<tr>
<th>Writing 1:</th>
<th>Writing 1c:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>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.</td>
</tr>
<tr>
<td>Writing 2:</td>
<td>Writing 2c:</td>
</tr>
<tr>
<td>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.</td>
<td>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</td>
</tr>
</tbody>
</table>

**Multimedia Texts:**

Site teacher teams should supplement with a few argument multimedia texts such as print/digital advertisements, commercials, speeches, and/or videos to allow students to practice the skills of the unit with other text forms. Below are some ideas for resources:

- The 10 Best Ads of 2015
- Top 20 TED Talks That Will Change Your Life
- 100 Brilliant Print Adverts
- 9 Most Memorable Political Ads of the 2016 Presidential Race
- 25 Iconic Speeches You’ll Want to Watch on Repeat

**Key Unit Assignments:**

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The

**Key Unit Assessments:**

- Literacy Notebook Text Based Question Responses

- I’m Tired of Being Kind to Creepy Men in Order to Stay Safe by Daisy Buchanan
- There May Be Flowing Water on Mars, but is There Intelligent Life on Earth? by George Monbiot
- Paving for Years Lost Behind Bars by The New York Times Editorial Board
- Is Google Making Us Stupid by Nicholas Carr
- Have Smart Phones Killed Boredom by Doug Gross
notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection.

Notebooks entries in Unit 2 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:

- note-making/annotation of texts based on text type and writing tasks
- responses to text based questions
- regular responses to writing tasks
- record of new language/academic vocabulary
- notes about specific skills such as how to do the following: read/make notes on argument text; analyze how an author unfolds a series of events or analysis; analyze the development of claims, focusing in on the role of specific words, sentences, or larger portions of text; determine point of view/purpose of a text and the rhetoric used to advance it; delineate and evaluate argument; and determine the meaning of words using context clues
- multiple entries in which students reflect on their thinking and learning

- Students will read and analyze the op-ed piece A Picture of Loneliness: You are Looking at the Last Male Northern White Rhino in order to identify the author’s central claim. Students will then explain the author’s purpose in this text and analyze the way in which s/he effectively uses rhetoric.
- Students will demonstrate their understanding of argument writing by analyzing an op-ed piece of their choice. Students will write and deliver a 3-5 minute presentation that identifies the central claim of the texts and describes and analyzes the author’s use of rhetoric.
- Throughout the unit, students will read and respond to a variety of texts using a key set of literacy strategies or routines. The students will read each text independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence.

Honors Extension:

- Students will read a text set of period speeches that serve to reinforce and expand their work with understanding analyzing how an author’s ideas and claims are developed and refined by particular sentence structure and text organization. (R15). Students will also further examine the author’s point of view or purpose in a text and determine the specific rhetorical devices used by the author. (R16). They will elaborate on the specific argument or claim and participate in writing tasks and class discussions that address the author’s reasoning, validity, and use of evidence to support his/her claim. (R18). Students will complete a variety of writing tasks such as writing an argumentative speech, creating a story board for an advertisement, collecting and evaluating a series of advertisements, and/or researching and critiquing a set of op-ed pieces.

- Formative assessment covering target standards during designated assessment window
- On Demand Performance Task Essay
- Process Writing Project

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
**English 10 Scope and Sequence**

**Unit 3**

**Length:** 7 Weeks

**Unit Description:** In Unit 3, students will review and build on skills from Unit 2 by learning how to determine and analyze the development of main ideas, provide objective summaries of texts, identify false statements and fallacious reasoning, and an additional focus on writing introductory paragraphs. Students will also develop and apply key research skills in this unit, by gathering and synthesizing relevant and sufficient evidence from multiple authoritative sources. Students are expected to become more independent in generating their own research questions, synthesizing evidence and using a standard format of citation to avoid plagiarism. Students will craft a full length argument essay aimed at a specific audience, designed for a specific publication of their choice.

### Unit Resources:

<table>
<thead>
<tr>
<th>Text ideas/options are provided within the instructional sequence in the unit of study document.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students utilize a variety of texts and WWW resources in order to develop their claim and to respond to their own research topic.</td>
</tr>
</tbody>
</table>

### Unit 3 Target Standards:

- **Reading Informational 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.
- **Reading Informational 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.
- **Reading Informational 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.
- **Writing 1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- **Writing 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.
- **Writing 8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the

### Meeting the needs of EL students:

- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstndspublication14.pdf)
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### Learning Objectives:

- Students will be able to...
  - Determine a central idea of a text. (RI2)
  - Examine not only how a central idea is developed but also how details in the text influence and add to a central idea. (RI2)
  - Use the key details of a text to provide a summary that is free of personal opinions or feelings. (RI2)
  - Examine how the language is used effectively especially considering any persuasive techniques the author might use to influence readers. (RI6)
  - Evaluate whether the reasoning an author uses is logical/legitimate and if the evidence that is used is relevant to the argument or provides enough proof. (RI8)
  - Write arguments to support claims using valid reasoning and relevant and sufficient evidence. (W1)
  - Conduct research to answer a specific question. (W7)
  - Synthesize information by combining parts from a variety of sources into a one unified understanding, achieving a new insight. (W7)
  - Recognize what is important in a source, how it supports the topic, and how it relates to other source information. (W8)
usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

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<td>- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection. Notebooks entries in Unit 3 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:</td>
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<td>- notes about specific skills such as how to do the following: determine main ideas and analyze their development; provide objective summaries of texts; analyze rhetorical strategies; evaluate arguments for fallacious reasoning; craft and introduction paragraph; narrow a research question; synthesize multiple sources; avoid plagiarism in writing through quoting and paraphrasing; use a standard citation format; adjust writing techniques for a particular audience</td>
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<tr>
<td>- multiple entries in which students reflect on their thinking and learning</td>
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<td>- Students will create an Annotated Bibliography in which the will summarize each source they have researched for their end-of-unit research project and evaluate each for its accuracy, validity, and usefulness.</td>
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<td>- Students write a full length argument piece, take a clear position on their issue, craft a claim, provide evidence to support their claim; this writing task allows students to apply what they have learned throughout the year about the art of argument. In addition to the essay, students are also expected to explain the choices you made in this writing piece.</td>
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<td>- Prompt: Identify and research one relevant and current topic that is of interest of you. Synthesize your research into a structured argument in which you present a clear position/claim about the topic. Based on your research and claim, design your argument for the readers of a specific and relevant publication. For example, you might choose to write an Op-Ed for the <em>New York Times</em> or a letter to the city council requesting a change in local legislation. As you plan your writing, consider the attitudes and opinions of your readers and what they would find most persuasive.</td>
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<th>Key Unit Assessments:</th>
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<tr>
<td>- Literacy Notebook Text Based Question Responses</td>
</tr>
<tr>
<td>- Formative assessment covering target standards during designated assessment window</td>
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<tr>
<td>- Annotated Bibliography Writing Assignment</td>
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<td>- Process Essay</td>
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*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.*
• Much of the reading in this unit is completed independently as student’s research topics and gather evidence for this full length argument. Teachers can support student independence by using specific texts to teach key reading skills, such as identifying false statements and fallacious reasoning, and proper citation format.

**Honors Extension:**

• In order to extend the learning for Honors students, students will build upon their research skills to include a student selected list of speeches that serve to accompany the themes evidenced in the line of reasoning in written texts. (W8) Students will evaluate the speeches and illustrate evidence of fallacies in the texts. The students will demonstrate their understanding through the creation of a presentation using a media Web 2.0 tool or some type of technological application. Teachers may consider working with students to form lit circles utilizing nonfiction texts in order to deepen student understanding of the target standards outlined within the unit and foster independent reading and speaking/listening skills. (RI6) (RI8)
# English 10 Scope and Sequence

## Unit 4

**Length:** 11 weeks

**Unit Description:** In Unit 4, students will explore various interpretations of a cultural experience in both literary and informational texts and in multiple mediums. Students will analyze what these sources are saying about the experience and how each differs from what other sources are saying about the same subject. The unit begins with comparing and contrasting multiple accounts of the same subject, with teacher teams choosing the text set to best teach the skills of the target standards. After students have practiced analyzing what details are emphasized and absent in each account, they will then complete an on-demand writing task in which they compare and contrast two texts (that they have never seen) that address the same subject; writing instruction in this unit is focused on using precise language and maintaining a formal style, which can be addressed throughout the entire unit as students respond to text based questions and regularly write to the process essay prompt. The unit continues with students reading a longer work of cultural significance, which connects to the texts students analyzed earlier in the unit. This longer text will be used to continue teaching the target standards, as well as prepare students for their end-of-unit process project, which is a presentation in which they strategically use digital media.

**Unit Standards:**
- **Reading Informational 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.
- **Reading Literature 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).
- **Reading Literature 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.
- **Reading Literature 7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
- **Language 4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

**Meeting the needs of EL students:**
- Utilize the student information system to acquire the language levels of EUHSD English Learners.
- In 2012, the CA Department of Education adopted new language level proficiency descriptors and new EL state standards. Visit the following website to learn more about those new descriptors and corresponding standards: [http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf](http://www.cde.ca.gov/sp/el/er/documents/eldstdspublication14.pdf)
- In 2013, the CA Department of Education adopted new ELA-ELD Frameworks, with specific strategies designed to meet the needs of EL students. Visit the following URL to learn more about the new frameworks: [http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf](http://www.cde.ca.gov/ci/rl/cf/documents/elaeldfwchapter11.pdf)

**Learning Objectives:**
- Students will be able to...
  - Judge what details are emphasized in each account when examining several texts that share the same subject but use different vehicles or modes to communicate. (RI7)
  - Compare two works that use different artistic mediums (painting, poetry, sculpture) but share a common subject. (RL7)
  - Evaluate various artistic mediums and integrate the understandings taken from each. (RL7)
  - Analyze a particular point of view or cultural experience (RL6)
  - Determine word meanings, appreciate the nuances of words, and steadily expand their repertoire of words and phrases. (L4)
  - Use context clues. (L4a)
  - Write informative texts that examine and communicate complex ideas, concepts, or information clearly and accurately. (W2)
  - Use precise language. (W2d)
  - Establish and maintain a formal style. (W2e)

**Unit Resources:**
- *Site teacher teams will select one of the following core texts for this unit:
  - **The Absolutely True Diary of a Part Time Indian** by Sherman Alexie (if not used in Unit 1)
  - **How the Garcia Girls Lost Their Accents** by Julia Alvarez
  - **A Long Way Gone: Memoirs of a Boy Soldier** by Ishmael Beah

Teacher teams will also include supplemental informational texts to provide background and contrast to the events detailed in the core text.
- **Language 4a:** Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

- **Writing 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.

- **Writing 2d:** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

- **Writing 2e:** Establish and maintain formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

### Key Unit Assignments:

- Students will continue to use and maintain a Literacy Notebook. Literacy Notebooks can be digital, hard copy or a hybrid of both. The notebook serves as a foundation for writing tasks in each unit and a guide or reference for students to help them become more independent learners. The notebook is a place where students a) take notes on reading, writing, and vocabulary strategies; b) answer/respond to text based questions and compile evidence for writing tasks as they read; and c) journal about their thinking and learning through metacognitive reflection. Notebooks entries in Unit 4 will allow students to document their learning around the target standards and to prepare for unit writing tasks. Entries for this unit might include the following:
  - note-making/annotation of texts based on text type and writing tasks
  - responses to text based questions
  - regular responses to writing tasks
  - record of new language/academic vocabulary
  - notes about specific skills such as how to do the following: analyze various accounts of events and artistic representations in different mediums; analyze point of view and different cultural experiences in texts; apply any new techniques for determining the meaning of unknown words using context clues; and maintain a formal style/tone and choose precise language in writing
  - multiple entries in which students reflect on their thinking and learning

- With the first writing assignment, students will demonstrate the key skills needed to master (RI7)/(RL7). They will examine two accounts of the same real world topic and write a detailed essay contrasting the sources. One possible prompt for this assignment could be: After having read *The

### Key Unit Assessments:

- Literacy Notebook Text Based Question Responses
- On Demand Essay
- End of Unit Process Writing Project

*Teachers will come together in grade level teams, during PLC time and during common writing release time, to analyze data and plan instruction based on student strengths and weaknesses.
New York Times article “Hijacked Jets Destroy Twin Towers” and watched news footage of Survivor Eyewitnesses from ABC 7, write an essay in which you compare and contrast the two pieces. Which details does one account of the subject emphasize over another—and to what effect?

- Students will create a project to demonstrate what they have learned in this unit. Teachers are encouraged to use this project to incorporate technology skills. The project will respond to this prompt: American author Richard Wright once said, “All literature is protest.” Strategically using digital media, create a presentation, in which you explain the relevance of this quote to the works in this unit. Be sure to use evidence from the texts you have read to support your ideas.

- Throughout the unit, students will read and respond to the texts using a key set of literacy strategies or routines. The students will read texts independently and participate in group discussions designed to foster conversation and develop understanding of the topics. Students will use the readings to respond to text based questions and to demonstrate their understanding of the use of text based evidence.

**Honors Extension:**

- In order to extend the learning, Honors students will read a text set of poetry as selected by the teacher, that serves to enhance student understanding of determining both figurative and connotative meaning of words and the author’s use of words to create impact, tone, and deeper meaning or multiple meanings within a text (RL4). Students will also complete a variety of writing tasks and participate in class discussions that serve to assist them in identifying a key subject or theme and/or as portrayed in two different mediums, including what is emphasized in each (RL7). Students will analyze selected poems and conduct research regarding the time period or culture in which the specific works were written in order to build upon their understanding in the process writing tasks.