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| **Collection #1:** Ourselves and Others**Collection # Academic Vocabulary:** discriminate, diverse, inhibit, intervene, rational**Aligned Novel Choices:** *Farewell to Manzanar* | **Essential Question:** How do we accept people different from ourselves?**Collection Performance Task:** A: Present a speech SC Standards 10RL.5.1, 10RI.5.1, 10C2.1, 10C.2.4**AND/OR**B: Write an analytical essaySC Standards 10RL.5.1, 10RI.5.1, 10W.2.1 a-l, 10W.4, 10W.5**Portfolio Assignment:** Informative Writing |
| **Collection Description:** This collection explores how we interact with other people—family, enemies, neighbors, strangers, and those with whom we disagree. |
| **Unit Standards** **Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text**10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. 10-RL.9.1 Determine the figurative and connotative meanings of words and phrases, analyze the cumulative impact of specific word choices on meaning and tone.10-RL.11.1 Analyze and provide evidence of how the author’s choice of point of view, perspective, and purpose shape content, meaning, and style.10-RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.**Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.**Writing**10W.1.1 Write arguments that:1. Introduce a precise claim and differentiate between the claim and counterclaims.
2. Use relevant information from multiple print and multimedia sources;
3. Assess the credibility and accuracy of each source;
4. Use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants and evidence.
5. Develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims,
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting;
7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations;
8. Avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity.
9. Provide a concluding statement or section that follows from and supports the argument presented; and
10. Include a call to action

10W.2.1 Write informative/explanatory texts that1. Introduce a topic;
2. Use relevant information from multiple print and multimedia sources.
3. Organize complex ideas, concepts and information to make connections and distinctions.
4. Assess the credibility and accuracy of each source;
5. Include formatting, graphics, and multimedia to aid comprehension as needed/
6. 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;
7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
8. Develop and strengthen writing as needed by planning, revising, editing, rewriting;
9. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
10. Use precise language and domain-specific vocabulary to manage the complexity of the topic; establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and
11. Provide a concluding statement or section that follows from and supports the information or explanation presented.

10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.10-W.4.1c When writing, use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety.10-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Communication**10-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.10-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.10-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.10-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.10-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.10-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:** “What, of This Goldfish, Would You Wish?”by Etgar Keret(short story)p. 3  | Analyze Character:Motivations SC Standards 10RL.5.1, 10 RL.8.1Analyze Point of View:Cultural BackgroundSC Standards 10RL.5.1, 10RL. 11.1 | **STRATEGY:**Context Clues p. 11 SC Standard 10RI. 9.1 **CRITICAL VOCABULARY:**poignant, wizened, beleaguered, fluent | Formal Versus Informal Tonep. 12SC Standard 10RL.9.1 | Speaking Activity: Discussion p. 10SC Standards 10I.1.1-1.6, 10C1.1-1.6 |
| **CLOSE READER:**“The Wife’s Story” by Ursula LeGuinp. 12c | Analyze Character:Motivations SC Standards 10RL.5.1, 10 RL.8.1Analyze Point of View:Cultural BackgroundSC Standards 10RL.5.1, 10RL. 11.1 |  |  |  |
| MEDIA ANALYSIS“My So-Called Enemy”by Lisa Gossels(documentary trailer)p. 13 | Analyze Order: Structure and JuxtapositionSC Standards 10RI.5.1, 10RI.11.1Determine Purpose and Point of ViewSC Standards 10RI. 5.1, 10RI.10.1 | none | none | Speaking Activity:Argument p. 14SC Standards 10RI.5.1, 10W.1.1 a-l, 10W4, 10W5 |
| COMPARE **ANCHOR TEXTS:**from “Texas v. Johnson” Majority Opinionby William J. Brennan(court opinion) p. 15 | Analyze Seminal U.S. Documents | **STRATEGY:**See Vocab Strategy with “American Flag Stands for Tolerance” below.**CRITICAL VOCABULARY:**compulsion, implicit, reaffirmation, resilience | none |  |
| “American Flag Stands for Tolerance”by Ronald. J. Allen p. 18(newspaper editorial) | Cite EvidenceSC Standards 10RI.5.1Analyze Impact of Word Choice: Compare ToneSC Standard 10RI. 8.1 | **STRATEGY:**Words from Latin p. 23 10RI.9.2**CRITICAL VOCABULARY:**orthodoxy, sanctity, dogma, dissenters | Noun ClausesSC Standard 10W.4.1c | Writing Activity:Analysis p. 22 SC Standards 10W.2.1 1-l, 10W4, 10W5 |
| **CLOSE READER:**from *The Universal Declaration of Human Rights*by the UN Commission on Human Rights p.24cfrom *Towards a True Refuge*by Aung San Suu Kyi p. 24g | Cite EvidenceSC Standards 10RI.5.1Analyze Impact of Word Choice: Compare ToneSC Standard 10RI. 8.1 |  |  |  |
| “The Lottery”by Shirley Jackson(short story) | Analyze Impact of Word Choice: ToneSC Standard 10RL.9.1Analyze Author’s Choices: Tension and SurpriseSC Standard 10RL. 12.1 | **STRATEGY:**Denotation and Connotation p. 37SC Standard 10RL. 9.1**CRITICAL VOCABULARY:**profusely, perfunctory, petulantly, defiantly | Colloquialisms p. 38SC Standard 10RL.9.1 | Writing Activity: Letterp. 36SC Standards 10RL.5.1, 10W2.1 a-l, 10W4, 10W5 |
| “Without Title” p. 39poemby Diane Glancy(poem) | Support Inferences About ThemeSC Standards 10RL.5.1, 10RL.6.1 | none | none |  |

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| **Collection #2:** The Natural World**Collection #2 Academic Vocabulary:** advocate, discrete, domain, enhance, scope**Aligned Novel Choices:** *Siddhartha* | **Essential Question:** What can nature teach us about ourselves?**Collection Performance Task:** A: Write a research report SC Standards 10Rl.5.1, 10RI.5.1, 10W2.1 a-l. 10W4, 10W5**AND/OR**B: Participate in a panel discussionSC Standards 10RL.5.1, 10RI.5.1, 10C 1.1-1.6**Portfolio Assignment:** Informative Writing |
| **Collection Description:** This collection shows us that we are intertwined with nature. We affect it as much as it affects us. |
| **Unit Standards****Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text** 10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.9.1 Determine the figurative and connotative meanings of words and phrases, analyze the cumulative impact of specific word choices on meaning and tone.10-RL. 10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.10-RL. 12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.**Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.6.1 Determine a central idea of a text 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.10-RI. 8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.10-RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes. (Grade 6)10-RI.10.1 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.10-RI.11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.**Writing**10-W.2.1 Write informative/explanatory texts that1. Introduce a topic;
2. Use relevant information from multiple print and multimedia sources.
3. Organize complex ideas, concepts and information to make connections and distinctions.
4. Assess the credibility and accuracy of each source;
5. Include formatting, graphics, and multimedia to aid comprehension as needed/
6. 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;
7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation
8. Develop and strengthen writing as needed by planning, revising, editing, rewriting;
9. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts;
10. Use precise language and domain-specific vocabulary to manage the complexity of the topic; establish and maintain a consistent style and objective tone while attending norms and conventions of the discipline; and
11. Provide a concluding statement or section that follows from and supports the information or explanation presented.

10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.10-W.4.1c When writing, use independent, dependent, noun, relative, and adverbial phrases and clauses to convey shades of meaning and variety.10-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**Communication** 10-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.10-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.10-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.10-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.10-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.10-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:** “Called Out”by Barbara Kingsolver(science essay)p. 51 | Determine Central IdeaSC Standards 10RI.5.1, 10RI.6.1Determine Word MeaningsSC Standard 10RI.8.1 | **STRATEGY:**Scientific Terms SC Standard 10RI.8.1**CRITICAL VOCABULARY:**botanical, clime, prognosticate, benefaction, ephemeral | Participial Phrasesp. 57SC Standards 10RI.5.1, 10RI.8.1 | Speaking Activity: Analysis p. 56SC Standards 10RI.5.1, 10C 1.1-1.6, 10W.2.1 a-l10W4, 10W5 |
| **CLOSE READER:**“Sea Stars” by Barbara Hurd“Starfish”by Lorna Dee Cervantes | Determine Central IdeaSC Standards 10RI.5.1, 10RI.6.1Determine Word MeaningsSC Standard 10RI.8.1 |  |  |  |
| “When I Heard the Learn’d Astronomer” by Walt Whitman(poem)p. 59  | Determine Theme Through Objective SummarySC Standards 10RL.5.1, 10RL.6.1 | none | none | Writing Activity:Comparison p. 60SC Standards 10W2.1 a-l, 10W4, 10W5 |
| from *Hope for Animals and Their World*by Jane Goodall(argument)p. 61 | Analyze Author’s Claim and Determine PurposeSC Standards 10RI.5.1, 10RI. 10.1, 10RI.11.1 | **STRATEGY:**Patterns of Word Changes p. 69SC Standard 10RI.9.2**CRITICAL VOCABULARY:**loathe, pollinate, precipitous, sate | Relative Clausesp. 70SC Standard 10W.4.1c | Writing Activity:Analyze p. 68SC Standards 10RI.5.1, 10RI. 8.1, 10W.2.1 a-l, 10W4, 10W5 |
| **CLOSE READER:**“Emma Marris: In Defense of Everglade Pythons”by Andrew C. Revkinp. 60c | Analyze Author’s Claim and Determine PurposeSC Standards 10RI.5.1, 10RI. 10.1, 10RI.11.1 |  |  |  |
| **ANCHOR TEXT:**“My Life as a Bat”by Margaret Atwood(short story)p. 71 | Determine Figurative MeaningsSC Standards 10RL.5.1, 10RL.9.1Analyze Author’s Choices:Text Structure SC Standards 10RL.5.1, 10RL.12.2 | **STRATEGY:**Using Reference Sourcesp. 77SC Standard 10RL.10.5 (grade 5)**CRITICAL****VOCABULARY:**consensus, subtleties, incendiary, denizen | Colons and DashesL 2b |  |
| **CLOSE READER:**“The Seventh Man”by Haruki Murakamip. 78c | Determine Figurative MeaningsSC Standards 10RL.5.1, 10RL.9.1Analyze Author’s Choices:Text Structure SC Standards 10RL.5.1, 10RL.12.2 |  |  |  |
| “Carry” by Linda Hogan(poem) p. 79 | Support Inferences About ThemeSC Standards 10RL.5.1, 10RL.6.1, 10RL.9.1 | none | none | Speaking Activity: Discussion p. 82SC Standards 10C 1.1-1.6, 10W.2.1 |

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| **Collection #3:** Responses to Change**Collection #3 Academic Vocabulary:** abstract, evolve, explicit, facilitate, infer**Aligned Novel Choices:** *Things Fall Apart* | **Essential Question:** How does our response to change reveal who we are?**Collection Performance Task:** A: Participate in a panel discussion SC Standards 10RL.5.1, 10RI.5.1, 10C 1.1-1.6**AND/OR**B: Write an argumentSC Standards 10RI.5.1, 10W1.1a-l, 10W4,10W5**Portfolio Assignment:** Argumentative Writing |
| **Collection Description:** Change is inevitable; how we respond to it reveals who we are. |
| **Unit Standards** **Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text** 10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.7.1 Trace the development of a common theme across media, modality, and format.10-RL. 10.5 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases.10-RL. 12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.**Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.10-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.10-RI.9.1 Use context clues to determine meanings of words and phrases.10-RI.11.1 Analyze in detail how the author’s ideas or claims are supported through the use of text features and structures.**Writing**10-W.1.1 Write arguments that:1. Introduce a precise claim and differentiate between the claim and counterclaims,
2. Use relevant information from multiple print and multimedia sources;
3. Assess the credibility and accuracy of each source;
4. Use an organizational structure that logically sequences and establishes clear relationships among claims, counterclaims, reasons, warrants, and evidence;
5. Develop the claim and counterclaims ethically without bias, providing credible evidence and accurate interpretation of data for each while delineating the strengths and limitations of the claim and counterclaims;
6. Develop and strengthen writing as needed by planning, revising, editing, rewriting;
7. Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citations;
8. Avoid logical fallacies and demonstrate an understanding of objectivity and subjectivity;
9. Provide a concluding statement or section that follows from and supports the argument presented, and
10. Include a call to action.

10-W.2.1 Write informative/explanatory texts 10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.10-W.4.1b When writing, use verb, noun, prepositional, and verbal phrases to communicate different meanings. 10-W.4.1c When writing, use independent, dependent, noun, adjective and adverbial phrases and clauses to convey shades of meaning and variety.**Communication**10-C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research questions, citing 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.10-C.3.2 Create visual and/or multimedia presentations using a variety of media forms to enhance understanding of findings, reasoning, and evidence for diverse audiences. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| COMPARE **ANCHOR TEXT:** from *The Metamorphosis*by Franz Kafka(novella) p. 93from *The Metamorphosis*(graphic novel)By Peter Kuper p. 107 | Support InferencesSC Standard 10RL.5.1Analyze Author’s ChoicesSC Standard 10RL. 12.2Analyze ThemeSC Standard 10RL.6.1Analyze Representations in Different MediumsSC Standard 10RL.7.1 | **STRATEGY:**Verifying Word Meaningsp. 127SC Standard 10RL. 10.5 (grade 5)**CRITICAL VOCABULARY:**vermin, subordinate, plaintively, enunciate | Prepositional, Adjectival, and Adverbial Phrasesp. 128SC Standard 10W.4.1c  | Speaking Activity:Comparisonp. 126SC Standards 10RL.5.1,10C2.1 |
| **CLOSE READER:**“The Starry Night”by Anne Sextonp. 128c*The Starry Night*by Vincent Van Gogh | Support InferencesSC Standard 10RL.5.1Analyze Author’s ChoicesSC Standard 10RL. 12.2Analyze ThemeSC Standard 10RL.6.1Analyze Representations in Different MediumsSC Standard 10RL.7.1 |  |  |  |
| from *Simplexity*by Jeffrey Kluger(science writing)p.129  | Analyze Author’s Order:Cause and EffectSC Standards 10RI.5.1, 10RI, 10RI.11.1Determine Technical MeaningsSC Standards 10RI.8.1, 10RI.9.1 | **STRATEGY:**Figurative Meanings p. 135SC Standard 10RI. 8.1**CRITICAL VOCABULARY:**chaotically, reallocate, turbulence, proximity, propagate | Transitional Words and Phrasesp. 136SC Standard 10W.2.1i | Writing Activity:Analysisp. 134SC Standards 10RI.5.1, 10W2.1 a-l, 10W4, 10W5 |
| “Magic Island”by Cathy Song(poem) p.137 | Support Inferences About ThemeSC Standards 10RL.5.1, 10RL.6.1 | none | Noun Phrases and Verb Phrases p. 140SC Standard 10W4.1b | Writing Activity: Argument p. 139SC Standards 10RI.5.1, 10W1.1a-l, 10W4,10W5 |
| MEDIA ANALYSISfrom “Rivers and Tides”by Thomas Riedelsheimer(documentary film) p. 141 | Analyze Development of IdeasSC Standards 10RI.5.1, 10RI.7.1 | none | none | Media Activity p. 144SC Standard 10C3.2 |
| **CLOSE READER:***Life After People*by Dolores Vasquez | SC Standards 10RI.5.1, 10RI.7.1 |  |  |  |

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| **Collection #4:** How We See Things**Collection #4 Academic Vocabulary:** differentiate, incorporate, mode, orient, perspective**Aligned Novel Choices:** *The Namesake* | **Essential Question:** What shapes our view of the world?**Collection Performance Task:** A: Present a speech SC Standards 10RL.5.1, 10RI.5.1, 10C2.1-2.4**AND/OR**B: Write a short storySC Standards 10W.3.1 a-g, 10W4, 10W5**Portfolio Assignment:** Argumentative Writing |
| **Collection Description:** Our view of the world depends not only on our five senses but also on technology and surprising insights. |
| **Unit Standards****Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text**10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.**Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.6.1 Determine a central idea of a text 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.10-RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.10-RI.9.2 Determine or clarify the meaning of a word or phrase using knowledge of word patterns, origins, bases and affixes. (Grade 6)**Writing**10-W.1.1 Write arguments 10-W.2.1 Write informative essays10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.10-W.4.1a When writing, use parallel structure.10-W.4.1e Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent noun, relative and adverbial clauses to convey specific meanings and add variety and interest to writing.**Communication**10-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.10-C.2.4 Adapt speech to a variety of contexts and tasks, using standard English when indicated or appropriate. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| COMPARE **ANCHOR TEXT:** “We grow accustomed to the Dark”“Before I got my eye put out”by Emily Dickinson(poems) | Cite Evidence: Paraphrase and SummarySC Standard 10RL.5.1, 10RL.6.1Analyze Author’s Choices: Poetic Structure SC Standard 10RL.12 | none | Writing Conventionsp. 160SC Standard W5 | Writing Activity : Essayp. 159SC Standards 10RL.5.1, 10W2.1a-l, 10W4, 10W5 |
| **CLOSE READER:**“The Trouble with Poetry” Today”by Billy Collins | Cite Evidence: Paraphrase and SummarySC Standard 10RL.5.1, 10RL.6.1Analyze Author’s Choices: Poetic Structure SC Standard 10RL.12 |  |  |  |
| **ANCHOR TEXT:**“Coming to Our Senses”by Neil deGrasse Tyson(science essay)p. 161 | Analyze Development of IdeasSC Standards 10RI.5.1, 10RI.6.1 | **STRATEGY:**Using Reference SourcesSC Standard 10RL.10.5 (grade 5)**CRITICAL VOCABULARY:**acuity, stimuli, propensity, transcend, precarious | Parallel Structurep. 170SC Standard 10W4.1a | Speaking Activity: Discussion p. 168SC Standards 10C1.2, 10W.2.1, 10W4, 10W5 |
| **CLOSE READER:**“Every Second Counts”by Matilda Batters | Analyze Development of IdeasSC Standards 10RI.5.1, 10RI.6.1 |  |  |  |
| “The Night Face Up”by Julio Cortazar(short story) p. 171 | Cite Textual EvidenceSC Standard 10RL.5.1Analyze Author’s Choices: Parallel Plots and TensionSC Standards 10RL.5.1, 10RL. 12.1 | **STRATEGY:**n/a**CRITICAL VOCABULARY:**solace, lucid, beneficent, consecrated, translucent | Adverbial Clausesp. 182SC Standard 10W.4.1e | Writing Activity:p. 181SC Standards 10RL.5.1, 10RL.6.1, 10W1.1a-I, 10W4, 10W5 |
| **ANCHOR TEXT:**from “The Math Instinct”by Keith Devlin(math essay)p. 183 | Determine Meaning and Analyze IdeasSC Standards 10RI.5.1, 10RI.6.1 | **STRATEGY:**Prefixes SC Standard 10RI.9.2 (grade 6)**CRITICAL VOCABULARY:**obliterate, impetus, repertoire | none |  |
| **CLOSE READER:**“Whale Sharks Use Geometry to Avoid Sinking”from *Science Daily* | Determine Meaning and Analyze IdeasSC Standards 10RI.5.1, 10RI.6.1 |  |  |  |
| COMPARE TEXT ANDMEDIA“Musee des Beaux Arts”by W.H. Auden(poem) p. 189*Landscape with the Fall of Icarus*by Pieter Breughel the Elder(painting) | Analyze Representations in Different MediumsSC Standards 10RL.5.1, 10RL.7.1 | none | none | Speaking Activity: Comparison p. 192SC Standard 10C2.4 |

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| **Collection #5:** Absolute Power**Collection #5 Academic Vocabulary:** comprise, incidence, priority, thesis, ultimate**Aligned Novel Choices:** *Macbeth* (in textbook) | **Essential Question:** How can ambition be both a positive and negative human trait?**Collection Performance Task:** Write an Analytical Essay**SC Standards 10RL.5.1, 10RI.5.1, 10W1.1a-i, 10W4, 10W5****Portfolio Assignment:** Literary Analysis |
| **Collection Description:** Human ambition is timeless, and its fruits are fleeting. |
| **Unit Standards** **Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text** 10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.7.1 Trace the development of a common theme across media, modality, and format.10-RL.7.2 Explain how literary texts and related media allude to themes and archetypes from historical and cultural traditions. 10-RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. 10-RL.9.1 Determine the figurative and connotative meanings of words and phrases, analyze the cumulative impact of specific word choices on meaning and tone.10-RL.10.2 Determine the meaning of unknown words using knowledge of base words and Greek and Latin affixes. (grade 5)10-RL.12.1 Analyze how the relationships among structure, plot, and manipulation of time create the effects of mystery, tension, or surprise citing support from the text.10-RL. 12.2 Analyze how an author’s choices concerning how to structure a text, order events within the text, and manipulate time create different effects.**Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.10-RI.8.1 Determine the figurative, connotative, or technical meanings of words and phrases; analyze the cumulative impact of specific words and phrases on meaning and tone.10-RI.9.4 Consult print and multimedia resources to find the pronunciation and determine or clarify the precise meaning of key words or phrases (Grade 4)10-RI.10.1 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.**Writing**10-W.1.1 Write arguments.10-W.2.1 Write informative essays.10-W.3.1 Gather ideas from texts, multimedia, and personal experience to write narratives that:1. Develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences;
2. 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;
3. Use narrative techniques of dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters;
4. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole;
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting;
6. Use precise words and phrases, telling details and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters; and
7. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.10-W.4.1e Use noun, verb, adjectival, adverbial, participial, prepositional, and absolute phrases and independent, dependent noun, relative and adverbial clauses to convey specific meanings and add variety and interest to writing.10-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **Communication**10-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. 10-C.2.1 Present information and findings from multiple authoritative sources; assess the usefulness of each source in answering the research questions, citing 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.10-C2.3 Quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| from “Why Read Shakespeare?”by Michael Mack(argument)p. 203 | Analyze Argument and RhetoricSC Standards 10RI.5.1, 10RI.10.1 | **STRATEGY:**n/a**CRITICAL VOCABULARY:**truncate, contemporary, phantasmagoric, vicarious | Rhetorical Questionsp.209SC Standard 10RI.8.1 | Speaking Activity: Argument p. 208SC Standards 10RI.5.1, 10C2.1, 10C2.3 |
| **ANCHOR TEXT***The Tragedy of Macbeth*by William Shakespeare(drama) | Analyze Character and ThemeSC Standards 10RL.5.1, 10RL.6.1, 10RL.8.1Analyze StructureSC Standards 10RL.5.1, 10RL. 12.1, 10RL.12.2Determine Figurative MeaningsSC Standards 10RL.5.1, 10RL. 9.1Analyze Word ChoiceSC Standards 10RL.5.1, 10RL.9.1 | none | Inverted Sentence Structure p. 292 | Writing Activity: Analysis p.231 And/orSpeaking Activity p. 244And/orWriting Activity: Analysis p. 260And/orSpeaking Activity: Debate p. 277And/or Writing Activity: Argument p. 291 |
| **CLOSE READER:**from *The Tragedy of Macbeth* | Analyze Character and ThemeSC Standards 10RL.5.1, 10RL.6.1, 10RL.8.1Analyze StructureSC Standards 10RL.5.1, 10RL. 12.1, 10RL.12.2Determine Figurative MeaningsSC Standards 10RL.5.1, 10RL. 9.1Analyze Word ChoiceSC Standards 10RL.5.1, 10RL.9.1 |  |  |  |
| MEDIA ANALYSISfrom *Macbeth on the Estate*by Penny Woolcock(film) | Analyze Source MaterialSC Standards 10RL.5.1, 10RL.7.1 | none | none | Speaking Activity: Argument p. 294SC Standards 10RL.5.1, 10RL.7.1, 10W.1.1, 10C.2.1, 10C.2.3 |
| from *Holinshed’s Chronicles*by Raphael Holinshed(history)p. 295 | Analyze Source MaterialSC Standards 10RI.5.1, 10RI.7.1 | **STRATEGY:**Archaic Languagep. 299SC Standards 10RI.5.1, 10RI.9.4**CRITICAL VOCABULARY:**usurp, predecessor, admonition | Absolute Phrasesp. 300SC Standard 10W4.1e |  |
| “The Macbeth Murder Mystery”by James Thurber(short story)p. 301  | Analyze How an Author Draws on ShakespeareSC Standards 10RL.5.1, 10RL.7.2 | **STRATEGY:**Words from Latinp. 308SC Standard 10RL.10.2**CRITICAL VOCABULARY:**decisively, sacrilegious, secluded, contention, cryptically | none | Writing Activity: Narrative p. 307SC Standards 10RL.5.1, 10W.3.1a-g, 10W4, 10W5 |
| “5 P.M. ,Tuesday, August 23, 2005”by Patricia Smith(poem) p.310 | Support Inferences About Word ChoiceSC Standards 10RL.5.1, 10RL.9.1 | none | none | Speaking Activity: Poetry Reading p. 312SC Standards 10C1.6, 10W.2.1 |

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| **Collection #6:** Hard-Won Liberty**Collection # Academic Vocabulary:** comprehensive, equivalent, incentive, innovate, media**Aligned Novel Choices:** *Reaching Out* | **Essential Question:** What constitutes true freedom?**Collection Performance Task:** Write an Argument**SC Standards 10RI.5.1, 10RI.6.1, 10RL.5.1, 10W1.1 a-I, 10W4, 10W5****Portfolio Assignment:** Narrative Writing |
| **Collection Description:** This collection travels around the world to explore how people win their freedom from oppression. |
| **Unit Standards** **Inquiry**10-I.1.1 Use a recursive process to develop, evaluate, and refine questions to broaden thinking on a specific idea that directs inquiry for new learning and deeper understanding.10-I.2.1 Analyze ideas and information from text and multimedia by formulating questions, proposing interpretations and explanations, and considering alternative views and multiple perspectives.10-I.3.1 Develop a plan of action by using appropriate discipline-specific strategies.10-I.3.2 Examine historical, social, cultural, or political context to broaden inquiry and create questions.10-I.3.3 Gather information from a variety of primary and secondary sources and evaluate for perspective, validity, and bias.10-I.3.4 Organize and categorize important information, synthesize relevant ideas to build a deeper understanding; communicate new learning; identify implications for future inquiry.10-I.4.1 Employ a critical stance to analyze relationships and patterns of evidence to confirm conclusions.10-I.4.2 Evaluate findings; address conflicting information; identify misconceptions; and revise.10-I.4.3 Determine appropriate disciplinary tools to communicate findings and/or take informed action.10-I.5.1 Acknowledge and consider individual and collective thinking; use feedback to guide the inquiry process.10-I.5.2 Analyze and evaluate previous assumptions; test claims; predict outcomes; and justify results to guide future action.10-I.5.3 Analyze the process to evaluate and revise plan and strategies; address successes and misconceptions; and apply learning to future inquiry.**Reading Literary Text**10-RL.5.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, identify multiple supported interpretations.10-RL.6.1 Determine a theme 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.10-RL.8.1 Analyze how characters or a series of ideas or events is introduced, connected, and developed within a particular context. **Reading Informational Text**10-RI.5.1 Cite significant textual evidence in order to articulate explicit meanings and meanings that can be inferred from the text, identify multiple supported interpretations. 10-RI.6.1 Determine a central idea of a text 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.10-RI.7.1 Explain how the use of different mediums, modalities, or formats impacts the reader’s understanding of events, topics, concepts, and ideas in argument or informative texts.**Writing** 10-W.1.1 Write arguments.10-W.4 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking10-W.5 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing **Communication** 10-C.1.1 Gather information from print and multimedia sources to prepare for discussions; draw on evidence that supports the topic, text, or issue being discussed; and develop logical interpretations of new findings.10-C.1.2 Initiate and participate effectively in a range of collaborative discussions with diverse partners; build on the ideas of others and express own ideas clearly and persuasively.10-C.1.3 Develop, apply, and adjust reciprocal communication skills and techniques with other students and adults.10-C.1.4 Engage in dialogue with peers and adults to explore meaning and interaction of ideas, concepts, and elements of text, reflecting, constructing, and articulating new understandings.10-C.1.5 Synthesize areas of agreement and disagreement including justification for personal perspective; revise conclusions based on new evidence.10-C.1.6 Utilize various modes of communication to present a clear, unique interpretation of diverse perspectives. |
| **Selection/Feature Title** | **Critical Analysis** | **Vocabulary Strategy(Critical Vocabulary)** | **Language Conventions** | **Selection Performance Task** |
| **ANCHOR TEXT:**“Letter from Birmingham Jail”by Martin Luther King, Jr.(argument)p. 319 | Analyze Argument in a Seminal DocumentSC Standards 10RI. 5.1, 10RI.11.1 | **STRATEGY:**Context Clues p.339SC Standard 10RI. 9.1**CRITICAL VOCABULARY:**cognizant, moratorium, retaliate, precipitate, complacency, manifest, mores, provocation | Repetition and Parallelismp. 340SC Standards 10RI.5.1, 10W4.1a |  |
| **CLOSE READER:**Speech at the March on Washington By Josephine Baker | Analyze Argument in a Seminal DocumentSC Standards 10RI. 5.1, 10RI.11.1 |  |  |  |
| from “Revolution 2.0”by Wael Ghonim(memoir) p. 341 | Analyze Evidence and Author’s IdeasSC Standards 10RI.5.1, 10RI.6.1 | **STRATEGY:**Domain-specific Wordsp. 349SC Standard 10RI.8.1**CRITICAL VOCABULARY:**disseminate, ideology, annul, divisive | Colons p. 350SC Standard 10W.5.1b |  |
| COMPARE TEXT AND MEDIAfrom “Letter to Viceroy, Lord Irwin”by Mohandas K. Gandhi(argument)p. 351 | Analyze Argument and RhetoricSC Standards 10RI.5.1, 10RI.10.1 | **STRATEGY:**Denotations and Connotationsp. 358SC Standard 10RI.8.1**CRITICAL VOCABULARY:**unpalatable, unadulterated, humility, iniquitous, peremptory | none | Writing Activity: Analysisp. 357SC Standards 10RI.5.1, 10RI.11.2, 10WI.1.1 a-I,10W4, 10W5 |
| from *Ghandi: The Rise to Fame*by BBC(documentary film) | Analyze Accounts in Different MediumsSC Standard 10RI.7.1 | none |  |  |
| “The Briefcase”by Rebecca Makkai(short story)p. 361 | Analyze Character and ThemeSC Standards 10RL.5.1, 10RL.6.1, 10RL. 8.1 | **STRATEGY:**n/a**CRITICAL VOCABULARY:**flail, inversion, equidistant, transpire, flagrantly, havoc | Semicolonsp. 372SC Standard 10W.5.1a | Writing Activity:Personal Letterp. 371SC Standards 10RL.5.1, 10W 3.1, 10W4, 10W5 |
| **CLOSE READER**“Bile” by Christine Lee Zilka | Analyze Character and ThemeSC Standards 10RL.5.1, 10RL.6.1, 10RL. 8.1 |  |  |  |
| “Cloudy Day”by Jimmy Santiago Baca(poem) p. 373 | Analyze Theme and ToneSC Standards 10RL.5.1, 10RL.6.1, 10RL.8.1 | none | Prepositional Phrasesp. 376SC Standard 10W4.1b | Speaking Activity: DiscussionSC Standards 10C1.1-1.6 |