

WAYNESBORO AREA SCHOOL DISTRICT CURRICULUM – ELA Grade 10

COURSE NAME: English 10					
UNIT: Module 1 – Rhetorical devices influence the audience					NO. OF DAYS: 6-8 weeks
KEY LEARNING(S):					
<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis of a text • Analyze how an author’s choices create a desired effect • Analyze how an author transforms text elements in a written work • Evaluate the use of rhetorical devices in speeches • Present information, findings and supporting evidence 					
UNIT ESSENTIAL QUESTIONS: How does the speaker, through devices he or she uses, influence the views and opinions of his or her audience?					
STANDARD	CONCEPTS Eligible Content & Skills	ESSENTIAL QUESTIONS A = Acquisition ET = Extended Thinking	RESOURCES/ MATERIALS	TIER 2 VOCABULARY	TIER 3 VOCABULARY
C.C. 1.3.10.B C.C.1.3.10.E C.C.1.3.10.H C.C.1.5.10.B C.C.1.5.10.D C.C.1.3.10.C C.C.1.3.10.D C.C.1.3.10.G C.C.1.4.10.J C.C.1.5.10.A	Text Analysis Text Structure Critical Listening Purpose, Audience and Task	Thematic Based Module EQ: How does the speaker, through devices he or she uses, influence the views and opinions of his or her audience?	Various excerpts from <i>Chew On This</i> <i>The Tragedy of Julius Caesar</i> Various political speeches – which may include ones found at readwritethink.org – “Analyzing Famous Speeches as Arguments”	Explicit Assumption Manipulation of Time Varied Transitions Concluding Statement Important Connections Collaborative Discussion Concisely Logically	Complex Character Point of View

COURSE NAME: English 10

UNIT: Module 1 – Rhetorical Devices Influence the Audience

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Cite strong and thorough textual evidence to support analysis of a text
- Analyze how an author's choices create a desired effect
- Analyze how an author transforms text elements in a written work
- Evaluate the use of rhetorical devices in speeches
- Present information, findings and supporting evidence

UNIT ESSENTIAL QUESTIONS: How does the speaker, through devices he or she uses, influence the views and opinions of his or her audience?

CONCEPT	COMMON FORMATIVE ASSESSMENTS	COMMON SUMMATIVE ASSESSMENTS	TECHNOLOGY RESOURCES
<p>Analysis of text structure and literary elements</p> <p>Identify and analyze rhetorical devices</p> <p>Listen carefully</p> <p>Uses argumentative techniques in speaking and writing</p>	<ul style="list-style-type: none">• Observations• Questioning• Discussion• Exit Slip• Learning/Response Logs• Graphic Organizers• Peer/Self Assessments• Practice Presentations• Visual Representations• Individual Whiteboards• Constructive Quizzes• Think-Pair-Share	<p>ELA Grade 10 Module 1 Multiple Choice Assessment listed in SAS Module 1</p> <p>Quizzes focusing on components from each act and culminating exam of <i>Julius Caesar</i></p> <p>LDC Task #4 – Write an essay analyzing how Marc Antony uses persuasion and other rhetorical devices to “win” the audience over to his side. Make sure to first analyze Brutus’ speech.</p> <p>Identify and analyze rhetorical devices in various speeches using worksheets and notes on argumentative techniques.</p> <p>LDC Task #5 – After researching various texts focusing on persuasive techniques, create a commercial using multiple persuasive techniques to convince your audience. Identify and explain the devices you utilized for your argument.</p>	<p>Laptop</p> <p>Projector</p> <p>Various online resources</p>

COURSE NAME: English 10

UNIT: Module 2 – Knowledge & Experience Shape Perspective

NO. OF DAYS: 6-8 Weeks

KEY LEARNING(S):

- Develop and analyze the topic with relevant, well-chosen and sufficient facts, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.
- Evaluate a speaker’s perspective, reasoning and use of evidence and rhetoric.
- Present information, finding and supporting evidence appropriate to purpose, audience and task.

UNIT ESSENTIAL QUESTIONS: How does an author’s knowledge and experience shape and influence his/her perspective?
 How does a reader’s knowledge and experience shape and influence his/her perspective?

STANDARD	CONCEPTS Eligible Content & Skills	ESSENTIAL QUESTIONS A = Acquisition ET = Extended Thinking	RESOURCES/ MATERIALS	TIER 2 VOCABULARY	TIER 3 VOCABULARY
C.C.1.2.10.J C.C.1.4.10.C C.C.1.5.10.B C.C.1.5.10.D C.C.1.2.10.J C.C.1.5.10.A	Diverse Media Analysis Across Texts Content for Writing Critical Listening Purpose, Audience and Task	Thematic Module Based EQ: How does an author’s knowledge and experience shape and influence his/her perspective? How does a reader’s knowledge and experience shape and influence his/her perspective?	<i>Princess Diana’s eulogy</i> <i>Our Town</i> <i>The Pearl</i> “Bass, River, Shelia Mant” “And of Clay are We Created” “Into Thin Air” “The Leap” Advanced: <i>Life of Pi</i>	Eulogy Rhetoric Sufficient facts Concrete details Quotations Audience awareness	

COURSE NAME: English 10

UNIT: Module 2 – Knowledge & Experience Shape Perspective

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Develop and analyze the topic with relevant, well-chosen and sufficient facts, concrete details, quotations or other information and examples appropriate to the audience’s knowledge of the topic.
- Evaluate a speaker’s perspective, reasoning and use of evidence and rhetoric.
- Present information, finding and supporting evidence appropriate to purpose, audience and task.

UNIT ESSENTIAL QUESTIONS: How does an author’s knowledge and experience shape and influence his/her perspective?
How does a reader’s knowledge and experience shape and influence his/her perspective?

CONCEPT	COMMON FORMATIVE ASSESSMENTS	COMMON SUMMATIVE ASSESSMENTS	TECHNOLOGY RESOURCES
Analyze diverse perspectives Analyze diverse media Analyze across texts Research content and use for writing Listen carefully	<ul style="list-style-type: none">• Observations• Questioning• Discussion• Exit Slip• Learning/Response Logs• Graphic Organizers• Peer/Self Assessments• Practice Presentations• Visual Representations• Individual Whiteboards• Constructive Quizzes• Think-Pair-Share	ELA Grade 10 Module 2 Multiple Choice Assessment listed in SAS Module 2 LDC Task #21 - After reading <i>Our Town</i> , write a script of your daily life and then a personal reflection in which you analyze and apply the lessons Emily Webb learned to your own life. Provide examples to clarify your analysis. LDC Task #13 - After researching credible sources on a person of historical or cultural significance, write a eulogy, obituary, biography or other memorial that describes his or her life and accomplishments. LDC Task #24 – After researching informational text on lottery winners, present your findings in which you examine and explain the effects of winning the lottery. Support your discussion with evidence from your research.	Laptop Projector Various online resources

COURSE NAME: English 10

UNIT: Module 3 – The Importance of Influential Relationships

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Analyze how complex characters develop over the course of a text
- Determine the point of view of the text
- Develop and analyze the topic with relevant, well-chosen and sufficient facts, extended definitions, concrete details, quotations or other information and examples.

UNIT ESSENTIAL QUESTIONS: How do events in our lives impact our relationships with others and contribute to our own identity?

STANDARD	CONCEPTS Eligible Content & Skills	ESSENTIAL QUESTIONS A = Acquisition ET = Extended Thinking	RESOURCES/ MATERIALS	TIER 2 VOCABULARY	TIER 3 VOCABULARY
C.C.1.3.10.A C.C.1.3.10.B C.C.1.3.10.C C.C.1.3.10.D C.C.1.4.10.C C.C.1.3.10.E C.C.1.3.10.F C.C.1.3.10.J	Point of View Theme Text Analysis Literary Elements	Thematic Based Module EQ: How do events in our lives impact our relationships with others and contribute to our own identity?	<i>The Glass Castle</i> “Everyday Use” “Two Kinds” “The Opportunity”	Explicit Assumption Manipulation of Time Sufficient Facts Concrete Details Quotations Audience Awareness	Complex character Point of View

COURSE NAME: English 10

UNIT: Module 3 – The Importance of Influential Relationships

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Analyze how complex characters develop over the course of a text
- Determine the point of view of the text
- Develop and analyze the topic with relevant, well-chosen and sufficient facts, extended definitions, concrete details, quotations or other information and examples.

UNIT ESSENTIAL QUESTIONS: How do events in our lives impact our relationships with others and contribute to our own identity?

CONCEPT	COMMON FORMATIVE ASSESSMENTS	COMMON SUMMATIVE ASSESSMENTS	TECHNOLOGY RESOURCES
Point of view Theme Text Analysis Literary Elements	<ul style="list-style-type: none">• Observations• Questioning• Discussion• Exit Slip• Learning/Response Logs• Graphic Organizers• Peer/Self Assessments• Practice Presentations• Visual Representations• Individual Whiteboards• Constructive Quizzes• Think-Pair-Share	LDC Task #25 - <i>How do events in our lives impact our relationships with others and contribute to our own identity?</i> After reading <i>The Glass Castle</i> , write an essay (or create a presentation, documentary, etc.) in which you examine the atmosphere in which Jeanette Walls grew up in and explain the effects it had on her relationships with her family and in the creation of her own identity. Support your discussion with evidence from the text(s)	Laptop Projector Various online resources

COURSE NAME: English 10

UNIT: SAS Module 4

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Analyze how complex characters develop over the course of the text.
- Determine the point of view of the text.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples

UNIT ESSENTIAL QUESTIONS: How do events in our lives impact our relationships with others?

STANDARD	CONCEPTS Eligible Content & Skills	ESSENTIAL QUESTIONS A = Acquisition ET = Extended Thinking	RESOURCES/ MATERIALS	TIER 2 VOCABULARY	TIER 3 VOCABULARY
CC.1.2.9-10.G CC.1.2.9-10.H CC.1.2.9-10.J CC.1.2.9-10.C CC.1.2.9-10.E	Diverse Media Vocabulary Acquisition and Use Organization for Writing Evaluating Arguments	Thematic Based Module EQ: How do outside factors influence the development of an individual's self-identity?	<i>I Am Malala</i> -Novel Various Articles from Psychology Today Cooley's-Looking Glass Self Theory Informational Articles about Malala Yousafzai and Jeannette Walls "Why Selfies Matter" "Why Facebook Makes You Feel Bad About Yourself" "Through the Tunnel" To a Bullied Teen: Your Identity is Greater than your self-esteem Identity Development in Adolescence Teenagers, Identity Crisis and Procrastination	Thesis Delineate Validity Varied transitions Concluding statement Important connections and distinctions	

COURSE NAME: English 10

UNIT: SAS Module 4

NO. OF DAYS: 6-8 Weeks

KEY LEARNING(S):

- Determine a theme or central idea of a text and analyze in detail its development over the course of the text.
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly
- Analyze how complex characters develop over the course of the text.
- Determine the point of view of the text.
- Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples

UNIT ESSENTIAL QUESTIONS: How do events in our lives impact our relationships with others?

CONCEPT	COMMON FORMATIVE ASSESSMENTS	COMMON SUMMATIVE ASSESSMENTS	TECHNOLOGY RESOURCES
Theme	Observations	MC Assessment- 10thModule4-Timearticles	Laptop
Cite Evidence	Questioning/Answering Techniques	ELA grade 10 module 4 MC Assessment	Projector
Character Analysis	Discussion	LDC Task 6 How do outside factors influence the development of an individual's self-identity? After reading the articles, "Why Selfies Matter" and "Why Facebook Makes You Feel Bad About Yourself," write an essay in which you discuss how an individual's identity is influenced by internal and external factors and evaluate the role social media plays in shaping adolescent identity awareness. Support your position with evidence from the texts. (Argumentative/Evaluation) LDC Task 23- After Reading <i>The Glass Castle</i> and <i>I am Malala</i> , write an essay in which you compare and contrast how outside factors influenced their self-identity. Writing Task: 4-6 opinion and argumentative analyses	Various online resources
Point of View	Exit Slips		
	Learning/Response Logs		
	Graphic Organizers		
	Peer/Self Assessments		
	Practice Presentations		
	Visual Presentations		
	Individual Whiteboards		
	Constructive Quizzes		
	Think-pair-share		

COURSE NAME: English 10

UNIT: SAS Module 5

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Analyze how complex characters develop over the course of a text
- Determine the point of view of the text and analyze its impact on the meaning of the text
- Analyze the representation of a subject or a key scene in two different artistic mediums
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source materials
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence clearly, concisely, and logically.

UNIT ESSENTIAL QUESTIONS: How do boundaries, such as censorship, limit our freedom to choose and to express our opinions?

STANDARD	CONCEPTS Eligible Content & Skills	ESSENTIAL QUESTIONS A = Acquisition ET = Extended Thinking	RESOURCES/ MATERIALS	TIER 2 VOCABULARY	TIER 3 VOCABULARY
CC.1.3.9-10.C CC.1.3.9-10.D CC.1.3.9-10.G CC.1.3.9-10.H CC.1.5.9-10.B CC.1.5.9-10.D CC.1.4.9-10.J CC.1.5.9-10.A	Point of View Textual Analysis Sources of Information Literary Elements Critical Listening Purpose, Audience, and Task	How do boundaries, such as censorship, limit our freedom to choose and express our opinions?	The Curious Incident of the Dog in the Nighttime- Novel The Pedestrian-SS Fahrenheit 451-film "By the Waters of Babylon" "Lamb to the Slaughter" "The Possibility of Evil" Excerpts from <i>Fahrenheit 451</i>	Complex character Varied transitions Concluding statement Important connections/distinctions Collaborative discussion Perspective Evidence Rhetoric Fallacious Reasoning Concise Logic	

COURSE NAME: English 10

UNIT: SAS Module 5: Constrained Perspectives

NO. OF DAYS: 6-8 weeks

KEY LEARNING(S):

- Analyze how complex characters develop over the course of a text
- Determine the point of view of the text and analyze its impact on the meaning of the text
- Analyze the representation of a subject or a key scene in two different artistic mediums
- Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source materials
- Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric
- Present information, findings, and supporting evidence clearly, concisely, and logically.

UNIT ESSENTIAL QUESTIONS: How do boundaries, such as censorship, limit our freedom to choose and to express our opinion?

CONCEPT	COMMON FORMATIVE ASSESSMENTS	COMMON SUMMATIVE ASSESSMENTS	TECHNOLOGY RESOURCES
Point of View	Observations	MC- 10 th grade ELA Reading Standards Side by Side Module 5 MC-Fahrenheit 451 excerptModule5Grade10 LDC Task 19 - <i>How do boundaries limit our freedom to choose and to express our opinion?</i> After reading <i>The Curious Incident of the Dog in the Night-Time</i> , write an essay (create a presentation, etc.) in which you explain how Christopher's "boundaries" limit his understanding of the world and how that impacts the plot and characters. Support your discussion with evidence from the text(s). Writing Tasks - Write a case brief for one of the court cases. Write an argument challenging or defending a book. Students should write four to six analyses focusing on argument in this module. They should continue to develop and convey understanding through routine writing. Students write one to two narratives to convey experiences, events, or procedures.	Laptop
Text Analysis	Questioning		Projector
Sources of Information	Discussion		Various online resources
Literary Elements	Exit Slip		
Critical Listening	Learning/Response Logs		
Purpose, Audience, and Task	Graphic Organizers		
	Peer/Self Assessments		
	Practice Presentations		
	Visual Representations		
	Individual Whiteboards		
	Constructive Quizzes		
	Think-pair-share		