

Grade 10 English Curriculum



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CTECS - Vision of Graduate

Connecticut Technical Education and Career System

Vision of a Graduate

A CTECS Graduate is...



A Problem Solver



Work Ready



Respectful



Skilled Socially



A Critical Thinker



An Effective Communicator

The Vision of a Graduate (VoG) at the Connecticut Technical Education and Career System (CTECS) embodies our commitment to preparing students for success in Connecticut's workforce.

Developed in collaboration with students, parents, staff, and employers, the VoG ensures that CTECS students are not only job-ready but also equipped to lead, innovate, and adapt in a dynamic world.

As educators, we are dedicated to developing these qualities by providing a comprehensive education that empowers our students to achieve their fullest potential and make meaningful contributions to society.

A Problem Solver <i>Problem solvers tackle challenges by identifying root causes of issues, brainstorming solutions, implementing effective strategies, and demonstrating adaptability.</i> → Engage students with open-ended, creative thinking tasks that require both conventional and innovative solutions. → Facilitate group discussions and collaborative projects. → Use real-world scenarios and hands-on activities. → Highlight the importance of effort, persistence, and continuous learning. → Provide regular feedback and encourage reflection.	Work Ready <i>To be work-ready includes a combination of technical expertise, soft skills, and personal qualities that ensure a graduate can effectively contribute to the workplace from day one.</i> → Set high standards for punctuality, responsibility, professionalism, and task completion. → Use project-based learning and collaborative assignments. → Emphasize clear written and verbal communication. → Offer practical exercises like mock interviews and resume workshops. → Integrate technology and teach digital literacy.
Respectful <i>Graduates who embody respectfulness emphasize the importance of treating others with dignity, valuing diversity, and fostering an inclusive and positive environment, both personally and professionally.</i> → Demonstrate personal, interpersonal, and professional skills. → Show respect for diversity. → Model respect through active listening and empathy. → Set clear expectations for respectful interactions. → Promote collaboration and group discussions. → Celebrate respectful behavior. → Address disrespect promptly and constructively.	Skilled Socially <i>Graduates who are skilled socially are equipped to navigate social environments, build relationships, and contribute positively to their communities and workplaces.</i> → Show awareness of global responsibility to others and the environment. → Participate in community involvement. → Design cooperative group projects and team activities → Set expectations for respect and give regular feedback. → Facilitate discussions on inclusivity, kindness, and respect. → Model positive interactions and recognize strong social skills.
A Critical Thinker <i>Critical thinkers approach problems systematically by analyzing, evaluating, and synthesizing information to make well-informed decisions and contribute to innovative solutions.</i> → Encourage critical thinking individually and collaboratively. → Design lessons that challenge assumptions and explore diverse viewpoints. → Use open-ended questions, rigorous activities, and cross-curricular projects. → Integrate project-based learning and real-world problem-solving. → Offer reflective opportunities like journaling and discussions. → Cultivate an environment that values curiosity and inquiry.	An Effective Communicator <i>Effective communicators convey ideas, information, and emotions accurately and persuasively, fostering understanding and collaboration.</i> → Communicate effectively using oral, written, visual, artistic, and technical modes. → Include group discussions, presentations, and peer reviews. → Promote active listening and thoughtful responses. → Offer clear guidelines and constructive feedback. → Stress clear, respectful, and purposeful communication.

CTECS Instructional Model

CTECS uses the Marzano Compendium to guide research-based instructional strategies that differentiate learning and promote access, engagement, and success for all students. Teachers apply these strategies to support diverse learners (including multilingual learners, students with disabilities, and students with varied academic or technical backgrounds) through scaffolds, modeling, guided practice, and multiple ways to participate and show understanding. This approach ensures every student can work toward proficiency in the Priority Standards and the competencies outlined in the CTECS Vision of a Graduate.

Feedback	Content	Context
Providing and Communicating Clear Learning Goals 1. Providing scales and rubrics 2. Tracking student progress 3. Celebrating success Using Assessments 4. Using informal assessments of the whole class 5. Using formal assessments of individual students	Conducting Direct Instruction Lessons 6. Chunking content 7. Processing content 8. Recording and representing content Conducting Practicing and Deepening Lessons 9. Using structured practice sessions 10. Examining similarities and differences 11. Examining errors in reasoning Conducting Knowledge Application Lessons 12. Engaging students in cognitively complex tasks 13. Providing resources and guidance 14. Generating and defending claims Using Strategies That Appear in All Types of Lessons 15. Previewing strategies 16. Highlighting critical information 17. Reviewing content 18. Revising knowledge 19. Reflecting on learning 20. Assigning purposeful homework 21. Elaborating on information 22. Organizing students to interact	Using Engagement Strategies 23. Noticing and reacting when students are not engaged 24. Increasing response rates 25. Using physical movement 26. Maintaining a lively pace 27. Demonstrating intensity and enthusiasm 28. Presenting unusual information 29. Using friendly controversy 30. Using academic games 31. Providing opportunities for students to talk about themselves 32. Motivating and inspiring students Implementing Rules and Procedures 33. Establishing rules and procedures 34. Organizing the physical layout of the classroom 35. Demonstrating withitness 36. Acknowledging adherence to rules and procedures 37. Acknowledging lack of adherence to rules and procedures Building Relationships 38. Using verbal and nonverbal behaviors that indicate affection for students 39. Understanding students' backgrounds and interests 40. Displaying objectivity and control Communicating High Expectations 41. Demonstrating value and respect for reluctant learners 42. Asking in-depth questions of reluctant learners 43. Probing incorrect answers with reluctant learners

Curriculum Introduction

This curriculum document outlines the essential learning for this academic program and provides a clear structure for planning, instruction, and assessment. It includes the components required by NEASC Standard 2.2a, along with elements that reflect the unique nature of CTECS academic programs. The curriculum is organized to show what students learn in each course, how learning progresses across grade levels, and how instruction supports both technical skill development and the CTECS Vision of a Graduate.

Teachers should use this document to:

- Understand the overall structure and expectations of the course sequence
- Reference the Course Map to see the scope and sequence of Priority Standards and the alignment to district assessments
- Use the Priority Standards and Units of Study to guide daily, weekly, and cycle-based planning
- Integrate Big Ideas, Essential Questions, Skills/Learning Outcomes, vocabulary, and resources during lesson design
- Plan and implement formative assessments to monitor progress and guide instruction
- Maintain consistency of technical and artistic practice instruction across campuses while adapting to student needs and industry-based opportunities

Curriculum Components

Course Map

A Course Map serves as the scope and sequence for this course by outlining the progression of instructional units and the standards that guide teaching and assessment. While each campus will have individual student needs and cycle schedules, all instructors are expected to teach the standards outlined in the Course Map. Using the Course Map below, teachers will intentionally plan learning experiences that prepare students to meet the identified standards within the designated assessment windows.

Priority Standards (Units of Study)

Priority Standards identify the most essential learning in the program. They reflect the core competencies and skills that require the greatest instructional focus and appear on program assessments. Priority Standards guide each Unit of Study with big ideas, essential questions, content topics, and skills/learning outcomes aligned to assessments.

Vertical Alignment

Vertical alignment shows how Priority Standards and instructional expectations progress within the academic program. It provides a clear pathway of skill development, increasing complexity, and academic proficiency across the four-year sequence.

Learning Outcomes

Learning outcomes are what students will know (Concepts) and be able to do (Skills). Concepts identify the major content topics within the Priority Standard (Unit of Study). They appear in the left column of the Learning Outcomes table and follow a similar coding structure as the Priority Standard.

Skills are learning objectives that describe the measurable actions students must be able to perform to demonstrate proficiency. They appear in the right column of the Learning Outcomes table and show the progression of learning evidence in the Priority Standard.

Vocabulary

Essential vocabulary includes the content and academic terms students must understand and use accurately to engage in learning and demonstrate proficiency on assessments. Vocabulary is foundational to communication, and should be a primary initial focus within each unit and taught explicitly through modeling, demonstration, and repeated application.

Resources

Resources include the texts, materials, and digital tools that support learning within each unit to achieve the standards.

Assessment Practices

Teachers use ongoing formative assessments—such as questioning, checks for understanding, performance demonstrations, reflections, and teacher observation—to monitor progress, guide instruction, and support all learners in mastering the Priority Standards.

Each program also includes district assessments, which measure proficiency on the Priority Standards identified in the Course Map. These assessments provide consistent evidence of student learning across campuses and ensure academic alignment to course expectations and program outcomes. Teachers should reference the Course Map and Units of Study when planning instruction to ensure students have opportunities to practice and demonstrate the skills and knowledge assessed on the district assessments.

Literacy Vision

The vision for literacy in the Connecticut Technical Education and Career System (CTECS) is to cultivate a literate and productive student body who are college and/or career ready. The vision at CTECS is to develop relevant, lifelong reading and writing habits in our students that will enhance their learning pathway and prepare them for success in a global community.

English Curriculum Philosophy

The CTECS English Curriculum 24-25 revision was modeled after the CSDE English Language Arts (ELA) Model Curriculum. The curricula were constructed using the [Connecticut State Department of Education \(CSDE\) K–12 Curricula Design Principles Handbook](#) as a framework to structure the design process in order to ensure access to high quality, high-impact teaching and learning aligned to the content standards adopted by the Connecticut Board of Education to provide CTECS's students access to equitable educational opportunities within a culture of high expectations.

This standards-based curriculum defines what students are expected to learn by course and grade; it provides a roadmap of the essential learning outcomes for mastery by the end of the grade/course. The curriculum combines how teachers will teach to develop skills, content knowledge, and assess students' ability to transfer learning. The structure and organization of curriculum are guided by a curriculum framework that must include standards aligned concepts, skills, high impact instructional methods, high quality materials, and multiple means of assessment aligned to standards.

Aligned Prioritized Standards

- [CTECS Grade 10 CT Core Standards Alignment](#)
- [CONNECTICUT CORE STANDARDS ENGLISH LANGUAGE ARTS, 6–12
STANDARDS PROGRESSION](#)
- [Common Core State Standards for English Language Arts \(ELA\) and Literacy in
History/Social Studies, Science, and Technical Subjects](#)
- [24-25 English Curriculum Prioritized Standards by Grade Level and Unit](#)

Grade 10 English Curriculum Prioritized Standards by Unit

	Unit 1	Unit 2	Unit 3	Unit 4
Unit Priority Standards	RL.9-10.2 RI.9-10.2 W.9-10.2 W.9-10.3 SL.9-10.1 SL.9-10.1a L.9-10.4 L.9-10.4a	W.9-10.3a W.9-10.3b W.9-10.3e L.9-10.2 L.9-10.2a	RL.9-10.3 RI.9-10.3 W.9-10.2a W.9-10.2b W.9-10.2f L.9-10.5 L.9-10.5a	RL.9-10.5 RI.9-10.8 W.9-10.1 W.9-10.1a W.9-10.1b W.9-10.1e SL.9-10.1 SL.9-10.1c

Grade 10 English Curriculum Unit 1

Priority Standards Addressed in Unit 1

RL.9-10.2

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.

RI.9-10.2

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.

W.9-10.2

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.

W.9-10.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1a

Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

L.9-10.4

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.

L.9-10.4a

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.

Transfer Goal: Aligned to District Vision of a Graduate:

An Effective Communicator

- actively listens
 - SL.9-10.1
 - SL.9-10.1a
- clearly and concisely conveys information for shared understanding

- W.9-10.2
- W.9-10.3
- SL.9-10.1
- SL.9-10.1a
- command of the language; written and verbal
 - W.9-10.2
 - W.9-10.3
 - SL.9-10.1
 - SL.9-10.1a
 - L.9-10.4
 - L.9-10.4a

Skilled Socially

- interacts with diverse audiences in a manner appropriate for the setting
 - SL.9-10.1
 - SL.9-10.1a

A Critical Thinker

- makes rational decisions based on application of evidence and observation
 - RL.9-10.2
 - RI.9-10.2
 - W.9-10.2
 - W.9-10.3
 - L.9-10.4
 - L.9-10.4a

Respectful

- embraces cultural diversity
 - SL.9-10.1
- communicates with care and professionalism
 - W.9-10.2
 - W.9-10.3
 - SL.9-10.1
 - SL.9-10.1a

A Problem Solver

- identifies multiple solutions and selects the most sensible approach
 - RL.9-10.2
 - RI.9-10.2
 - W.9-10.2
 - W.9-10.3
 - L.9-10.4
 - L.9-10.4a

Big Ideas:

- Collecting strong, relevant, and thorough evidence helps readers analyze main ideas and text structures.

- Informative or explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- Narratives or other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Essential Questions:

- How and why does a reader analyze literary and nonfiction text?
- How do writers structure and support informative/explanatory texts?
- How do writers structure and develop effective narratives?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RL.9-10.2 • Theme and central idea • Objective summary • Thematic analysis and evaluation	RL.9-10.2 • Identify and then analyze the development of the central idea or theme within a text. • Analyze how the author uses the story elements and specific details to introduce, build, or refine a theme or central idea. • Write an objective summary of the text that includes how the theme or central idea emerges, is shaped, and is refined by specific details. • Evaluate how the theme relates to real life experiences.
RI.9-10.2 • Central idea and development • Recognition of specific detail • Objective summary • Analysis	RI.9-10.2 • Identify and then analyze the development of the central idea within a text. • Select evidence from text to support analysis of the central idea. • Analyze the impact of specific details on central idea development. • Summarize text objectively.
W.9-10.2 • Organization: ○ Outline ○ Introduction (thesis statement) ○ Body Paragraphs ○ Conclusion	W.9-10.2 • Select a compelling, complex topic • Plan writing for organization of ideas • Write an effective introduction.

● Compelling topic ● Relevant and concrete facts and details ● Target Audience ● Transitions ● Formatting styles ● Use of quotations ● Facts: relevant and precise ● Domain-specific vocabulary ● Selecting, organizing, and analyzing content ● Concluding statement	● Organize complex ideas and concepts through the use of formatting, graphics, and multimedia. ● Incorporate facts, relevant vocabulary, specific details and quotations to support the topic. ● Use transitions in writing to link ideas and concepts. ● Communicate ideas by choosing domain-specific language and vocabulary. ● Demonstrate style and tone that is appropriate to the target audience. ● Write a conclusion to reaffirm the material presented.
W.9-10.3 ● Narrative writing process ● Develop real and imagined texts ● Literary techniques to develop experiences, events, and characters: ○ Figurative language ○ Sensory language ○ Dialogue ○ Pacing ○ Rhythm ○ Description ○ Reflection ○ Multiple plot lines ● Development of theme ● Details to support the theme ● Sequence	W.9-10.3 ● Utilize narrative elements to create varied, original, and engaging writing. ● Choose an appropriate genre for a given writing. ● Develop an appropriate plot structure. ● Incorporate transitions effectively. ● Establish a conflict that engages the reader ● Choose the most effective point of view. ● Utilize dialogue to add depth. ● Determine appropriate tempo, pacing, rhythm, etc. ● Present and describe characters, setting, plot, etc. by using precise and/or sensory language. ● Use appropriate figurative language when composing creative texts. ● Compose an appropriate conclusion (when appropriate for the genre) that establishes meaning
SL.9-10.1 ● Discussion initiation ● Clear and persuasive ideas ● Active conversations ○ build on the ideas of others ● Open-mindedness to diverse viewpoints	SL.9-10.1 ● Start discussions ● Participate in conversations with peers or others. ● Collaborate on ideas. ● Present new ideas. ● Create goals and deadlines for work completed. ● Use questions and responses to deepen discussion. ● Include others in discussion.

	Respond to varying viewpoints.
SL.9-10.1a - Prepared and researched discussions - Viewpoints - Evidence and supporting details - Justification - Reasoning - Summary	SL.9-10.1a - Make prepared decisions based on reading completed and research done. - Use evidence from the text to discuss and make decisions. - Ask questions about conclusions drawn. - Justify viewpoints. - Use evidence presented to make new discoveries. - Identify key supporting ideas from reading and research as well as in context of larger themes and issues. - Make connections to new evidence or reasoning posed to justify personal viewpoints. - Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement.
L.9-10.4 - Definition - Contextual evidence - Reference materials (paper and - Dictionary - Thesaurus - Glossary - Footnotes - Precise meaning - Parts of speech - Etymology - Root words - Suffixes - Prefixes	L.9-10.4 - Use context clues to aid in determining the meaning of a word. - Consult various reference materials to confirm the precise meaning of a word.
L.9-10.4a - Contextual evidence - Context clues - Parts of speech	L.9-10.4a Choose the correct definition for a word with multiple meanings based on the way it is used in the context of the writing.
Academic Vocabulary - Thematic analysis* - Analyze* - Transitional devices* - Persuasion - Justify*	

- Tolerance
- Refine
- Inferred*
- Objective
- Determine
- Thesis statement*
- Context clues*
- Contextual evidence*

Content Vocabulary

- Theme*
- Summarize*
- Central idea*
- Expository text
- Informative texts
- Concluding statement*
- Collaborative discussions
- Evidence*
- Collegial
- Etymology
- Root words*
- Prefixes*
- Suffixes*
- Print and digital resources
- Domain-specific vocabulary

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

Engage NY Resources:

- [Grade 10 Module 1 Unit 1, Unit 2 & Unit 3](#)

Achieve the Core Resources:

- [“Contents of the Dead Man's Pocket”](#)
- [“Everyday Use”](#)
- ["The Road Ahead"](#)

Suggested Texts:

Fiction:

Novel

- *Lord of the Flies* by William Golding
- *Fahrenheit 451* by Ray Bradbury
- *1984* by George Orwell
- *Animal Farm* by George Orwell
- *All Quiet on the Western Front* by Erich Maria Remarque
- *Bless Me Ultima* by Rudolpho Anaya
- *The Stranger* by Albert Camus
- *I Know Why the Caged Bird Sings* by Maya Angelou
- *Flowers for Algernon* by Daniel Keyes
- *The Palace Thief* by Ethan Canin
- *Pride and Prejudice* by Jane Austen

Short Story:

- "The Pedestrian" by Ray Bradbury
- "Cell One" by Chimamanda Ngozi Adichie
- "We Walked on Water" by Eliza Robertson
- "The Faith Cure Men" by Paul Laurence Dunbar

Novella:

- Nella Larsen's *Quicksand* and/or *Passing*

Poetry:

- Excerpts from "Raleigh was Right" by William Carlos William
- "Do Not Go Gentle into that Good Night" by Dylan Thomas
- "The War Works Hard" by Dunya Mikhail

Non-Fiction:

Novel:

- *The Autobiography of Malcolm X*
- *The Short and Tragic Life of Robert Peace* by Jeff Hobbs

Essay:

- "How it Feels to be Colored Me" by Zora Neale Hurston

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.

- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 1: CFA 1
 - Unit 1: CFA 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 1/2: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 10, ELA Literacy Assessments, Reading, Fiction & Nonfiction:

- ["Julius Caesar" Act III Scene ii](#)
- [Franklin D. Roosevelt's Address to Congress Requesting a Declaration of War with Japan and Japanese Emperor Hirohito's Declaration of War on the United States and Britain](#)

Interim Assessment Blocks (IABs)

- *Grade High School Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

Focused Interim Assessment Blocks (FIABs)

- *Grade 10, Claim 1, Target 2 - Reading: Central Ideas*
- *Grade 10, Claim 1, Target 9 - Reading: Central Ideas*
- *Grade 10 Claim 2, Target 1a, 3a - Writing: Write Brief Texts*
- *Grade 10, Claim 2, Target 1b, 3b - Writing: Revise Brief Texts*
- *Grade 10, Claim 2, Target 8 - Writing: Language and Vocabulary Use*
- *Grade 10, Claim 1, Target 3 - Reading - Word Meanings*
- *Grade 10, Claim 1, Target 10 - Reading Word Meanings*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-LS4-1 Biological Evolution: Unity and Diversity

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-3 Biological Evolution: Unity and Diversity

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS3-1 Heredity: Inheritance and Variation of Traits

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS1-2 From Molecules to Organisms: Structures and Processes

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-ETS1-1 Engineering Design

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating

- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 10 English Curriculum Unit 2

Priority Standards Addressed in Unit 2

W.9-10.3a

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.

W.9-10.3b

Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

W.9-10.3e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

L.9-10.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9-10.2a

Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

Transfer Goal: Aligned to District Vision of a Graduate:

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.9-10.3a
 - W.9-10.3b
 - W.9-10.3e
 - L.9-10.2
 - L.9-10.2a
- able to use multiple modes of communication
 - W.9-10.3a
 - W.9-10.3b
 - W.9-10.3e
- command of the language; written and verbal
 - W.9-10.3a
 - W.9-10.3b
 - W.9-10.3e
 - L.9-10.2
 - L.9-10.2a

Skilled Socially

- interacts with diverse audiences in a manner appropriate for the setting
 - W.9-10.3a

Respectful

- demonstrates professionalism
 - L.9-10.2
- communicates with care and professionalism
 - W.9-10.3a
 - W.9-10.3b
 - W.9-10.3e
 - L.9-10.2
 - L.9-10.2a

A Problem Solver

- identifies multiple solutions and selects the most sensible approach
 - W.9-10.3a
 - W.9-10.3b
 - W.9-10.3e

Work Ready

- models employability skills i.e., punctual, dressed appropriately, dependable, good attitude, and time management
 - L.9-10.2

Big Ideas:

- Narratives or other creative texts develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Proficient writers make deliberate choices regarding content, language, and style to convey their message to a target audience.

Essential Questions:

- What are the different purposes for narrative writing, and how do writers structure and support narratives?
- How do effective writers engage readers in a narrative sustain a reader's attention?
- How does the use of standard English conventions enhance writing?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
W.9-10.3a • Types of conflict • Various points of view (1st person, 3rd person limited, and omniscient) • Characterization • Elements of short stories	W.9-10.3a • Establish a conflict that engages the reader. • Choose the most effective point of view.

W.9-10.3b • Narrative or literary techniques to develop experiences, events, and/or characters: ○ Dialogue ○ Pacing ○ Rhythm ○ Description ○ Reflection ○ Multiple plot lines • Appropriate diction • Development of theme	W.9-10.3b • Utilize dialogue to add depth. • Determine appropriate tempo, pacing, rhythm, etc.
W.9-10.3e • Effective closure	W.9-10.3e • Compose an appropriate conclusion (when appropriate for the genre) that establishes meaning
L.9-10.2 • Conventions of standard English • Capitalization • Punctuation • Spelling • Quotation • Colon • Grammar and usage references	L.9-10.2 • Demonstrate proper capitalization, punctuation, and spelling when writing. • Introduce a list or quotation with a colon. • Consult references for grammar and usage rules.
L.9-10.2a • Independent clause • Dependent clause • Conjunctive adverb • Semicolon	L.9-10.2a • Link independent clauses with a semicolon (possibly with a conjunctive adverb), etc.
Academic Vocabulary • Plot* structure • Characterization* • Conventions of standard English * • Independent <u>clause</u>* • Dependent <u>clause</u>* • Conjunctive adverb • Punctuation* • Quotation* Content Vocabulary • <u>Narrative writing</u>* process • Creative writing process • Fiction & nonfiction • Conflict* • Point of view* (first person, third person limited, omniscient)	

- Dialogue*
- Diction
- Sequence*
- Closure
- Semicolon
- Capitalization*
- Spelling
- Grammar and usage references*

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)

Engage NY Resources:

- W.3 not addressed - some units include L.2 and L.2a

Achieve the Core Resources:

- W.3 not addressed - some units include L.2 and L.2a

Suggested Texts:

Non-Fiction:

Novel:

- *Night* by Elie Wiesel
- *Persepolis* by Marjane Satrapi
- *Life of Pi* by Yann Martel
- *The Autobiography of Malcolm X*
- *The Short and Tragic Life of Robert Peace* by Jeff Hobbs

Essay:

- "How it Feels to be Colored Me" by Zora Neale Hurston

Article:

- "My Year of Rest and Relaxation" by Ottessa Moshfegh (excerpt from her memoir)

- "Chernobyl: Interviews from inside a Nuclear Disaster" by Interviews That Matter
- "From Lithuania to the Chicago Stockyards" by Antanas Kaztauskis
- "Nazi Summer Camp" by Jad Abumrad and Robert Krulwich, from RadioLab
- "Stranded on Devil's Tooth" by Cody Fields
- "Leaving Venezuela" by Laya Yagersys
- "From Feeling Safe to Feeling Like a Stereotype" by Christina Li
- "The Most Effective Weapons" from An Ordinary Man by Paul Rusesabagina
- "United by Difference in New York City" by Dominique De Castro
- "Coming Out: How Stonewall and RuPaul Inspire Me" by Shakeva Griswold
- "My Own Stamp of Approval" by Matthew Carlson

Drama:

- *Julius Caesar* by William Shakespeare
- *Othello* by William Shakespeare
- *The Importance of Being Earnest* by Oscar Wilde
- *Fences* by August Wilson
- *The Glass Menagerie* by Tennessee Williams

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 2: CFA 1
 - Unit 2: CFA 2
- In Performance Matters
 - Gr 10 Unit 1 & 2 Summative

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:**REQUIRED:**

- In Actively Learn (access through ClassLink)
 - Unit 1/2: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 10, ELA Literacy Assessing Language Standards (Grammar and Conventions) for College and Career Readiness: Grades 9-11:

- [Grade 10 Digital Version](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

Focused Interim Assessment Blocks (FIABs)

- *Grade 10 Claim 2, Target 1a - Writing: Write Brief Texts*
- *Grade 10, Claim 2, Target 1b - Writing: Revise Brief Texts*
- *Grade 10, Claim 2, Target 9 - Writing: Edit*

Opportunities for Interdisciplinary Connections:**Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects**

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-LS4-1 Biological Evolution: Unity and Diversity

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-3 Biological Evolution: Unity and Diversity

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS3-1 Heredity: Inheritance and Variation of Traits

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS1-2 From Molecules to Organisms: Structures and Processes

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-ETS1-1 Engineering Design

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating

- Ventilation and Air Conditioning
- Health Technology
- Hairdressing and Cosmetology
- Information Technology
- Landscape Design
- Installation and Equipment
- Masonry
- Mechanical Design and Engineering Technology
- Precision Machining Technology
- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 10 English Curriculum Unit 3

Priority Standards Addressed in Unit 3

RL.9-10.3

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.

RI.9-10.3

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.

W.9-10.2a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9-10.2b

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.

W.9-10.2f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

L.9-10.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9-10.5a

Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

Transfer Goal: Aligned to District Vision of a Graduate:

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.9-10.2a
 - W.9-10.2b
 - W.9-10.2f
 - L.9-10.5
 - L.9-10.5a
- able to use multiple modes of communication
 - W.9-10.2a
 - W.9-10.2b

- W.9-10.2f
- command of the language; written and verbal
 - W.9-10.2a
 - W.9-10.2b
 - W.9-10.2f
 - L.9-10.5
 - L.9-10.5a

Skilled Socially

- interacts with diverse audiences in a manner appropriate for the setting
 - W.9-10.2a
 - W.9-10.2b
- empathizes with and values others
 - W.9-10.2a
 - W.9-10.2b

Respectful

- embraces cultural diversity
 - W.9-10.2a
 - W.9-10.2b
- communicates with care and professionalism
 - W.9-10.2a
 - W.9-10.2b
 - W.9-10.2f
 - L.9-10.5
 - L.9-10.5a

Big Ideas:

- Strong, relevant, thorough evidence helps students analyze themes/central ideas and complex characters in literary text.
- Collecting strong, relevant, and thorough evidence helps students analyze main ideas and text structures in nonfiction text.
- Informative or explanatory texts examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- People need to be able to independently understand figurative and nuanced language in order to read, write, speak, and listen at the appropriate level.

Essential Questions:

- How and why does a reader analyze a literary text?
- How and why does a reader analyze a nonfiction text?
- How do writers structure and support Informative or explanatory writing?
- Why is it important to understand figures of speech and nuanced language?

Learning Outcomes	
<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RL.9-10.3 ■ Characterization ■ Plot development ■ Thematic development	RL.9-10.3 ● Examine a character's growth throughout the story/play. ● Evaluate how the decisions and actions characters make affect the plot and theme. ● Predict how different decisions would have changed the plot and theme. ● Explain how a character's personality drives his/her decisions. ● Analyze a character's motivations.
RI.9-10.3 ● Methods of framing and organizing ○ Sequence ○ Introduction ○ Development ○ Explicit and implicit connections	RI.9-10.3 ● Explain how the author's ideas are connected. ● Analyze how an author links a series of ideas or events. ● Demonstrate understanding of how the introduction of events or ideas can develop purpose throughout the text.
W.9-10.2a ● Organization: ○ Outline ○ Introduction (thesis statement) ○ Body Paragraphs ○ Conclusion ● Transitions ● Formatting styles ● Complex ideas ● Selecting, organizing, and analyzing content ● Organization while making important connections and distinctions	W.9-10.2a ● Write an effective introduction. ● Organize and connect complex ideas and concepts through the use of formatting, graphics, and multimedia. ● Use transitions in writing to link, unify, and clarify ideas and concepts. ● Demonstrate consistency in style and tone that is appropriate to a particular audience.
W.9-10.2b ● Narrowing a topic ● Relevant and concrete facts and details ● Extended definitions ● Target Audience ● Use of quotations ● Facts: relevant and precise	W.9-10.2b ● Develop a defined topic. ● Incorporate facts, vocabulary, specific details and quotations relevant to convey understanding. ● Provide clarification through detailed, expanded explanation of objects, processes, or concepts.

	• Demonstrate consideration of the audience's prior knowledge of the chosen topic.
W.9-10.2f • Summarization • Reinforcement • Cohesion	W.9-10.2f • Write a conclusion to reaffirm the material presented. • Write an effective concluding statement or paragraph that illustrates the importance of the topic. • Connect the information presented to its larger context by suggesting possible future directions, solutions, or areas for further exploration.
L.9-10.5 • Figurative language • Simile • Metaphor • Symbol • Connotation • Nuance	L.9-10.5 • Analyze the effect of figurative language in pieces of literature or nonfiction. • Analyze symbols and their meanings within a text. • Explain the nuances of language in a piece of writing. • Use figurative language when speaking and writing.
L.9-10.5a • Paradox • Oxymoron • Euphemism • Personification	L.9-10.5a • Interpret figures of speech in pieces of literature or nonfiction. • Analyze figures of speech and their meanings within a text. • Explain the role of figures of speech in a piece of writing. • Use figures of speech in context when speaking and writing.
Academic Vocabulary • Motivation* • Characterization* • <u>Plot</u>* elements • Thesis statement* • Paradox Content Vocabulary • Theme* • Analyze* • Unfold • Sequence* • Connections	

- Informative and explanatory texts*
- Concluding Statement*
- Simile
- Metaphor
- Personification
- Symbol
- Oxymoron
- Euphemism
- Connotation
- Nuance

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**
 - <https://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments?tab=1&tab=3>
 - NCTE The [NCTE](https://www.ncte.org/), or National Council of English Teachers, includes ReadWriteThink strategies to support high-quality argumentative writing. Resources include handouts to help students build claims and formulate reasons using textual evidence. This resource includes strategies for all stages of the writing process.

Engage NY Resources:

- [Grade 10 Module 4 Unit 1, Unit 2 & Unit 3](#)

Achieve the Core Resources:

- [“The Washwoman”](#)
- [“By the Waters of Babylon”](#)
- [“The New Frontier”](#)

Suggested Texts:

Fiction:

Novel:

- *Brave New World* by Aldous Huxley
- *The Road* by Cormac McCarthy
- *The Kite Runner* by Khaled Hosseini
- *The Book Thief* by Marcus Zusak

- *Monster* by Walter Dean Myers
- *Anthem* by Ayn Rand
- *Double Dutch* by Sharon M. Draper

Short Stories:

- "Marigolds" by Eugenia Collier
- "Safety of Numbers" by Lucy Tan
- "The Red Bow" by George Saunders
- "Cooking Time" Anita Roy
- "Shooting an Elephant" by George Orwell

Poetry:

- "A Poison Tree" by William Blake
- "Facing It" by Yusef Komunyakaa
- "Interview" by Jose Olivarez
- "Poem Resisting Arrest" by Kyle Dargan

Drama:

- *Hamlet* by William Shakespeare
- *A Midsummer's Night Dream* by William Shakespeare

Non-Fiction:

Novel:

- *Into Thin Air: A Personal Account of the Mount Everest Disaster* by Jon Krakauer

Article:

- "The Marshmallow Test: What Does It Really Measure?" by Jenny Anderson (The Atlantic)
- "The Woman Who Smashed Codes: America's Secret Weapon in World War II" by Jason Fagone (Wired)

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 3: CFA 1
 - Unit 3: CFA 2

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 3/4: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 10, ELA Literacy Assessments, Reading, Nonfiction:

- [“Nowhere to Go” by Kathiann M. Kowalski](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

[Focused Interim Assessment Blocks \(FIABs\)](#)

- *Grade 10, Claim 1, Target 4 - Reading: Reasoning & Evidence*
- *Grade 10, Claim 1, Target 5 - Reading: Analysis Within or Across Texts*
- *Grade 10 Claim 1, Target 7 - Reading: Language Use*
- *Grade 10, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 10, Claim 1, Target 12 - Reading: Analysis Within or Across Texts*
- *Grade 10 Claim 1, Target 14 - Reading: Language Use*
- *Grade 10 Claim 2, Target 3a - Writing: Write Brief Texts*
- *Grade 10 Claim 2, Target 3b - Writing: Revise Brief Texts*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

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Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-3 Biological Evolution: Unity and Diversity

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS3-1 Heredity: Inheritance and Variation of Traits

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS1-2 From Molecules to Organisms: Structures and Processes

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-ETS1-1 Engineering Design

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

1.3.b Evaluate Information:

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

1.3.c Curate Information:

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d Real World Issues:

Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories, and pursuing answers and solutions.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology

- Plumbing and Heating
- Plumbing, Heating and Cooling
- Robotics and Automation
- Tourism
- Hospitality and Guest Services Management
- Veterinary Science
- Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

Grade 10 English Curriculum Unit 4

Priority Standards Addressed in Unit 4

RL.9-10.5

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.

RI.9-10.8

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.

W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9-10.1a

Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9-10.1b

Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9-10.1e

Provide a concluding statement or section that follows from and supports the argument presented.

SL.9-10.1

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9-10.1c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

Transfer Goal: Aligned to District Vision of a Graduate:

A Problem Solver

- Collaborative
 - SL.9-10.1

- SL.9-10.1c
- identifies multiple solutions and selects the most sensible approach
 - RL.9-10.5
 - RI.9-10.8
 - W.9-10.1
 - SL.9-10.1c

A Critical Thinker

- applies unbiased analysis and evaluation
 - RL.9-10.5
 - RI.9-10.8
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - SL.9-10.1
 - SL.9-10.1c
- evaluates sources of information for reliability
 - RI.9-10.8
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - W.9-10.1e
 - SL.9-10.1
 - SL.9-10.1c
- willingness to adapt to new information and question things
 - RI.9-10.8
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - SL.9-10.1
 - SL.9-10.1c
- makes rational decisions based on application of evidence and observation
 - RI.9-10.8
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - SL.9-10.1
 - SL.9-10.1c

An Effective Communicator

- clearly and concisely conveys information for shared understanding
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - W.9-10.1e
 - SL.9-10.1
 - SL.9-10.1c
- command of the language; written and verbal
 - W.9-10.1

- W.9-10.1a
- W.9-10.1b
- W.9-10.1e
- SL.9-10.1
- SL.9-10.1c
- actively listens
 - SL.9-10.1
 - SL.9-10.1c

Skilled Socially

- ability to work as part of a team
 - SL.9-10.1
 - SL.9-10.1c
- interacts with diverse audiences in a manner appropriate for the setting
 - W.9-10.1b
 - SL.9-10.1
 - SL.9-10.1c

Respectful

- embraces cultural diversity
 - W.9-10.1b
 - SL.9-10.1
 - SL.9-10.1c
- understands and respects organizational structures
 - W.9-10.1a
 - SL.9-10.1
 - SL.9-10.1c
- communicates with care and professionalism
 - W.9-10.1
 - W.9-10.1a
 - W.9-10.1b
 - W.9-10.1e
 - SL.9-10.1
 - SL.9-10.1c

Big Ideas:

- The author's choices concerning text structure lends meaning and effects to the text.
- All texts should be examined for valid reasoning and use of relevant and sufficient evidence for credibility.
- Arguments support claims in an analysis using valid reasoning and sufficient claims.
- Being prepared for and participating in discussions, being able to build upon others' ideas and express one's own perspectives helps discussions expand in scope and depth.

Essential Questions:

- How do authors' choices regarding structure impact the meaning and affect readers'

interpretation of the text?

- Why should students evaluate a text's claims, reasoning, and evidence?
- What are the different purposes for argument writing, and how do writers structure and support this type of writing?
- What is the benefit of being prepared and participating effectively in collaborative discussions, while building on others' ideas and still expressing personal views clearly?

Learning Outcomes

<i>Students will know:</i>	<i>As evidenced by: (oral, written, or performance):</i>
RL.9-10.5 ■ Structures ■ Effects ■ Mood ■ Plot construction	RL.9-10.5 • Discuss how the purpose of the overall understanding is impacted by the author's choice of words. • Analyze a writing which demonstrates the use of tone, sequence, and transitions to create mystery, tension, or surprise. • Identify the techniques the author uses to determine the mood and sequence of the story. • Explain how the author's organization affects the outcome of the story.
RI.9-10.8 • Logical fallacies • Structure of an argument • Source evaluation (e.g. web evaluation) • Delineate	RI.9-10.8 • Assess validity of the author's reasoning. • Evaluate evidence in reference to the claim. • Analyze statements for fallacious reasoning. • Evaluate the development of the author's argument.
W.9-10.1 • Argument • Substantive topics • Valid reasoning • Know how to locate and evaluate appropriate sources/materials required by persuasive writing tasks and logical argumentation. • Relevant and sufficient evidence • Transitional Words	W.9-10.1 • Write arguments to support claims in an analysis. • Use valid reasoning to support claims and counterclaims. • Create a thesis statement that clarifies your argument. • Use words, phrases and clauses as transitions to link major sections.

W.9-10.1a • Claim • Counterclaim	W.9-10.1a • Choose relevant and sufficient evidence to support claims and counterclaims. • Clarify the relationships between claims and counterclaims. • Structure writing to establish relationships between claims, counterclaims, reasons and evidence.
W.9-10.1b • Objective Tone • Target Audience • Formal Style	W.9-10.1b • Point out strengths and limitations of claims and counterclaims. • Supply evidence while pointing out strengths and limitations. • Anticipate the audience's knowledge and concerns
W.9-10.1e • Cohesion • Concluding Statement	W.9-10.1e • Provide a concluding statement (section) supporting the argument. • Establish and maintain a formal style and an objective tone. • Use norms and conventions appropriate to the writing arguments.
SL.9-10.1 • Discussion initiation • Peer participation • Active conversations • Expression of ideas • Persuasion	SL.9-10.1 • Start discussions. • Participate in conversations with peers or others. • Collaborate on ideas. • Clearly express ideas. • Use persuasion.
SL.9-10.1c • Questioning strategies • Broaden discussions to larger ideas. • Inclusion • Tolerance of various viewpoints • Clarification • Verification • Challenge	SL.9-10.1c • Present new ideas. • Broaden discussions to larger ideas. • Move conversations through the use of questions and responses. • Include others in discussion. • Ask questions about conclusions drawn. • Respond to varying viewpoints. • Justify viewpoints. • Use evidence presented to make new discoveries.
Academic Vocabulary • Parallel plot*	

- Transition*
- Fallacies
- Valid
- Assess
- (ethos, pathos, logos)
- Thesis* statement
- Conclusion *
- Claims*
- Persuasion
- Justify*
- Tolerance

Content Vocabulary

- Analyze*
- Structure
- Order
- Manipulate
- Sequence*
- Text structure*
- Flashbacks*
- Relevant *
- Sufficient
- Evaluate
- Delineate
- Rhetorical appeals
- Introduction*
- Body
- Argument*
- Analysis*
- Evidence*
- Counterclaims*
- Objective tone*
- Collaborative discussions
- Collegial

Resources:

Technology:

- **Smarter Tools for Teachers:**
 - <https://smartertoolsforteachers.org/>
 - Educator-created lessons, activities, strategies, and professional learning to help tailor instruction and boost learning.
- **Actively Learn:**
 - <https://read.activelylearn.com/#/teacher/catalog> (Access through ClassLink)
- **SORA**
 - <https://soraapp.com/library/ctecsct> (Access through ClassLink)
- **ReadWriteThink**

- <https://www.readwritethink.org/professional-development/strategy-guides/developing-evidence-based-arguments?tab=1&Btabs=>
 - NCTE The [NCTE](#), or National Council of English Teachers, includes ReadWriteThink strategies to support high-quality argumentative writing. Resources include handouts to help students build claims and formulate reasons using textual evidence. This resource includes strategies for all stages of the writing process.

Engage NY Resources:

- [Grade 10 Module 3 Unit 1](#)
- [Grade 10 Module 3 Unit 2](#)

Achieve the Core Resources:

- [“The Lady, or the Tiger?”](#)
- [“The Cask Of Amontillado”](#)
- [“There Will Come Soft Rains”](#)

Suggested Texts:

Non-Fiction

News Articles

- “Teens’ message to lawmakers: Try harder on climate change” (available in Actively Learn, from The Associated Press)
- “Students Can Sway How Their Parents View Climate Change” (available in Actively Learn, from Science News for Students)
- “Young Activists Raise Money to Save Rainforests” (available in Actively Learn, from The Washington Post)
- “7 Times in History When Students Turned to Activism” (available [via The New York Times](#))
- “National School Walkout: Thousands Protest Against Gun Violence Across the U.S.” (available [via The New York Times](#))
- “For Gen Z, TikTok Is the New Search Engine” by Kalley Huang
- “The Bright Side of Sadness” by Bruce Bower
- “What Past Generations Can Teach Us About Our Future” by Mike Kubic
- “How Small Fibs Lead to Big Lies” by Rebecca Hersher
- “McDonald’s: It’s the glue that holds communities together” by Chris Arnade
- “Black Panther and Its Science Role Models Inspire More Than Just Movie Awards” in Actively Learn
- “Why Losing a Dog Can Be Harder Than Losing a Relative or Friend” in Actively Learn
- “There’s a Surprising Reason You Shouldn’t Take Your Phone out in Class” in Actively Learn

Videos in Actively Learn

- Subconscious Racial Bias
- Does Birth Order Affect Your Personality?
- I am NOT Black, You are NOT White

- What is Love?
- Do You Have Free Will?

Research Tools

- 40 Social Issues Research Paper Topics
- Annotated Bibliography Samples
- How to write an annotated bibliography
- Evaluating Internet Resources
- Sample Articles for Research
- Noodle Tools
- Pew Research Topics

Comparing Stories From Multiple Mediums

- The Backstory of Oppenheim ([via L.A. Times](#))
- How Faithful Is Gone Girl Script? ([via Slate.com](#))

Cross Cycle Tasks:

Suggestions:

- Have students begin reading a brief connected text at the end of the academic and finish during trade cycle.
- Use Google Forms for a questionnaire or survey about upcoming topic.
- Brief writing task related to end of cycle lesson or as a discussion piece for upcoming lesson.
- Student question development about upcoming topic. Provide question starters: *Classroom Question Stems* by Cormier; *DOK*; *Bloom's Taxonomy*.
- Quizlet Study Sets activity.

Last day of the Cycle:

- Students meet in small groups to read and discuss text they will create posts for:
 - Week 1: post 2 reflections and respond to 2 reflections
 - Week 2: post 2 questions or wonderings

First day of the New Cycle:

- Students meet in small groups to discuss reflection, response, and question posts (approx. 15 minutes)

Assessments:

Formative Assessments:

REQUIRED:

- In Performance Matters
 - Unit 4: CFA 1
 - Unit 4: CFA 2
- In Performance Matters
 - Gr 10 Unit 3 & 4 Summative

Suggested:

- Reading inventories/ engagement surveys
- Reading goals
- Reader/Writer notebooks; journaling
- Annotations and close reading analysis
- Anecdotal observations of students in groups or partnerships
- Quick writes and on-demand writing samples
- Do Nows/Bell Ringers
- Exit tickets
- 1:1 or small group conferring

Summative Assessments:

REQUIRED:

- In Actively Learn (access through ClassLink)
 - Unit 3/4: End of Unit Assessment

Suggested:

- Reading written response to text/thinking during reading assessment
- On-demand writing assessment to revise/add to an existing story using style and craft of the author
- Performance task (see below)
- Independent Reading survey/reflection
- Book club/short story discussion observations

Achieve the Core Mini-Assessments

Grade 10, ELA Literacy Assessments, Reading, Fiction:

- ["Julius Caesar" Act III Scene ii by William Shakespeare](#)

Interim Assessment Blocks (IABs)

- *Grade High School, Block 1: Read Literary Texts*
- *Grade High School, Block 2: Read Informational Texts*
- *Grade High School, Block 3: Brief Writes*
- *Grade High School, Block 4: Revision*

Focused Interim Assessment Blocks (FIABs)

- *Grade 10, Claim 1, Target 6 - Reading: Text Structures & Features*
- *Grade 10, Claim 1, Target 11 - Reading: Reasoning & Evidence*
- *Grade 10 Claim 2, Target 6a - Writing: Write Brief Texts*
- *Grade 10 Claim 2, Target 6b - Writing: Revise Brief Texts*

Opportunities for Interdisciplinary Connections:

Connecticut Core Standards for Literacy in History/Social Studies, Science Technical Subjects

https://learning.ccsso.org/wp-content/uploads/2022/11/ELA_Standards1.pdf

Connecticut Secondary Social Studies Standards: Social Studies Inquiry Arc

Mathematical Practice Standards

Next Generation Science Standards

Standards for students that are aligned to priority standards

<https://www.nextgenscience.org/search-standards>

HS-LS4-1 Biological Evolution: Unity and Diversity

Communicate scientific information that common ancestry and biological evolution are supported by multiple lines of empirical evidence.

HS-LS4-3 Biological Evolution: Unity and Diversity

Apply concepts of statistics and probability to support explanations that organisms with an advantageous heritable trait tend to increase in proportion to organisms lacking this trait.

HS-LS3-1 Heredity: Inheritance and Variation of Traits

Ask questions to clarify relationships about the role of DNA and chromosomes in coding the instructions for characteristic traits passed from parents to offspring.

HS-LS1-2 From Molecules to Organisms: Structures and Processes

Develop and use a model to illustrate the hierarchical organization of interacting systems that provide specific functions within multicellular organisms.

HS-ETS1-1 Engineering Design

Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.

International Society for Technology in Education (ISTE)

Standards for students that are aligned to priority standards

<https://iste.org/standards/students>

1.3.b Evaluate Information:

Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

1.3.c Curate Information:

Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d Real World Issues:

Students build knowledge by actively exploring real-world issues and problems,

developing ideas and theories, and pursuing answers and solutions.

CTE Competency Standards

- Utilizing tasks, projects and assignments that connect to trade technologies:
 - Aerospace Manufacturing
 - Architecture
 - Automotive Technology
 - Automotive Collision Repair and Refinishing
 - Bioscience and Environmental Technology
 - Biotechnology
 - Building and Civil Construction
 - Culinary Arts
 - Criminal Justice and Protective Services
 - Digital Media
 - Diesel and Heavy - Duty Equipment Repair
 - Electrical
 - Graphic Design
 - Heating
 - Ventilation and Air Conditioning
 - Health Technology
 - Hairdressing and Cosmetology
 - Information Technology
 - Landscape Design
 - Installation and Equipment
 - Masonry
 - Mechanical Design and Engineering Technology
 - Precision Machining Technology
 - Plumbing and Heating
 - Plumbing, Heating and Cooling
 - Robotics and Automation
 - Tourism
 - Hospitality and Guest Services Management
 - Veterinary Science
 - Welding and Metal Fabrication

Components of Social, Emotional, and Intellectual Habits

- Develop logic and reasoning/Critical and analytic thinking
- Use evidence and critical thinking to support claims, make arguments and critique the reasoning of others; explain own thinking and responds to others' thinking
- Develop logic and reasoning/Applying known information to new experiences
- Compare, contrast and evaluate experiences, tasks and events building on prior knowledge
- Develop logic and reasoning/Reasoning and problem solving
- Analyze attributes to classify, compare and contrast objects, events and experiences (similarities, differences and associations)
- Develop a positive attitude toward learning/Cooperation during learning experiences
- Listen, discuss, and negotiate ideas in order to discover new learning with peers

