

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

<b>Course Title: ELA Grade 10</b>		
<b>School: Thomaston High School</b>	<b>Grade: 10</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit One: The Person and the Pen- Author’s Lives and the Works they Create</b>	<b>Unit Two: Coming of Age in Modern Times: Literature about the Loss of Innocence</b>	
<b>Unit Pacing: 8-9 weeks</b>	<b>Unit Pacing: 9 weeks</b>	
<b>Unit Overview:</b> In this unit, students will consider the author’s life and motivation for writing. They will make connections between the author’s life and the stories they produce. They will consider their own life as a story and produce a personal narrative in which they reflect on an experience and bring it to life using narrative techniques.	<b>Unit Overview:</b> This unit focuses on the loss of innocence and coming of age. Students will give consideration to this idea through several discussions, activities, and texts. In reading <i>The Catcher in the Rye</i> or a similar text, students are challenged to tackle the deep complexities of character, setting, and language found within the novel. Students will write a comparative essay in which they examine <i>The Catcher in the Rye</i> or a similar text against a text of their choice.	
<b>Compelling Questions:</b>  1. How does knowing an author’s life story make their work more meaningful?  2. How can I realize and convey my own experiences through writing?	<b>Compelling Questions:</b>  1. Why do stories about the loss of innocence endure? Where do they come from?  2. What literary techniques go into the creation of a successful novel?	
<b>Priority Learning Targets</b>  1. I can evaluate works from multiple and varied cultures in order to expand on my knowledge of human experience. (CCSS.ELA-Literacy.RL.9-10.6)	<b>Priority Learning Targets</b>  1. I can analyze how a complex character advances the plot or develops the theme of a story. (CCSS.ELA-Literacy.RL.9-10.3)  2. I can recognize when language is evoking a sense of a certain time and place. (CCSS.ELA-Literacy.RL.9-10.4)	

<p>2. I can explain the impact of an author’s choices concerning structure, order of events, pacing, surprise, and tension. (CCSS.ELA-Literacy.RL.9-10.5)</p> <p>3. I can write a narrative using techniques such as dialogue, pacing, description, reflection, and multiple plot lines. (CCSS.ELA-Literacy.W.9-10.3)</p> <p>4. I can develop and strengthen my writing by planning, revising, editing, and rewriting. (CCSS.ELA-Literacy.W.9-10.5)</p> <p>5. I can play an active role in class discussions by generating thoughtful, relevant questions; responding critically and respectfully to the thoughts of my peers; and sharing my own ideas clearly and persuasively. (CCSS.ELA-Literacy.SL.9-10.1, SL.9-10.1a)</p> <p>6. I can use my understanding of figurative language to develop my voice. (CCSS.ELA-Literacy.L.9-10.5)</p>	<p>3. I can respond thoughtfully to others' views and summarize points with which I agree or disagree. (CCSS.ELA-Literacy.SL.9-10.1.d)</p> <p>4. I can write a claim(s) and support it with valid reasons and sufficient evidence to build an argument that analyzes a topic or a text. (CCSS.ELA-Literacy.W.9-10.1.a)</p> <p>5. I can develop my essay using enough facts, well-explained definitions, and quotations that are appropriate to my audience’s knowledge. (CCSS.ELA-Literacy.W.9-10.2.b)</p> <p>6. I can use commas, semicolons, and colons in my writing. (CCSS.ELA-Literacy.L.9-10.2.a)</p>
<p><b>Unit Three: Language and Argument: How to win using words</b></p>	<p><b>Unit Four: My verse: What contributions can I make?</b></p>
<p><b>Unit Pacing: 9 weeks</b></p>	<p><b>Unit Pacing: 9 weeks</b></p>
<p><b>Unit Overview:</b> This unit focuses on the ways that those in leadership positions, or those vying for power may use language to win an audience or an argument. Students will analyze rhetoric in a variety of texts. Through studying arguments and language, students receive a foundation for crafting a convincing argument, and the passions that fuel these arguments. Through critical discussions of the text and writing their own argument essay, students will also become familiar with classic themes such as tragic heroes and tragic flaws.</p>	<p><b>Unit Overview:</b> For the duration of this unit, students will explore poetry, film, and acting through William Shakespeare’s <i>A Midsummer Night’s Dream</i>. The focus is on creation, production, and collaboration. Students will learn about the origins of the play, and critique artistic decisions that determine the success of films and plays. Exciting culminating activities such as the planning and execution of a wedding, as well as group acting projects will take place in order to allow students to work together and control the quality of their own products. Students will reflect on the skills they have gained throughout the year, as well as create and share creative works.</p>
<p><b>Compelling Questions:</b></p>	<p><b>Compelling Questions:</b></p>

<ol style="list-style-type: none"> <li>1. How can language be used to persuade audiences and win arguments?</li> <li>2. How can knowledge of tragic heroes and tragic flaws inform my understanding of works of art and real world events.</li> </ol>	<ol style="list-style-type: none"> <li>1. How can I present my own ideas and interpretations in an authentic way?</li> <li>2. How does figurative language create meaning in the text?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can find the strongest support based on what the text says, and what I can infer about it. (CCSS.ELA-Literacy.RI.9-10.1)</li> <li>2. I can point out specific places where the author was developing the theme or central idea. (CCSS.ELA-Literacy.RL.9-10.2)</li> <li>3. I can organize my argument to show clear connections between the claim(s), counterclaim(s), reasons, and evidence. (CCSS.ELA-Literacy.W.9-10.1.b)</li> <li>4. I can use formal words and language to write about an issue or topic. (CCSS.ELA-Literacy.W.9-10.1.d)</li> <li>5. I can evaluate whether or not a speaker's reasoning, evidence, and language is exaggerated or false. (CCSS.ELA-Literacy.SL.9-10.3)</li> <li>6. I can define parallel structure and use it correctly. (CCSS.ELA-Literacy.L.9-10.1.a)</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can identify and explain meaningful allusions in what I am reading. (CCSS.ELA-Literacy.RL.9-10.9)</li> <li>2. I can evaluate a key scene in two artistic mediums. (CCSS.ELA-Literacy.RL.9-10.7)</li> <li>3. I can use technology to produce, publish, and display my writing in a flexible and dynamic way. (CCSS.ELA-Literacy.W.9-10.6)</li> <li>4. I can clearly introduce a complex topic. (CCSS.ELA-Literacy.W.9-10.2.a)</li> <li>5. I can work with peers to create rules and set clear goals for group discussions and decision making. (CCSS.ELA-Literacy.SL.9-10.1.b)</li> <li>6. I can interpret, analyze, and create figures of speech. (CCSS.ELA-Literacy.SL.9-10.1.b)</li> </ol>