

Grade 10 ELA Curriculum Map

| Unit & Timeline  | Unit 1<br>1 <sup>st</sup> 6 weeks   | Unit 2<br>2 <sup>nd</sup> 6 weeks  | Unit 3<br>3 <sup>rd</sup> 6 weeks  |
|--|---|--|--|
| Unit Title   | Evaluating Evidence and Its Appeal  | Diving Deep into Characters  | Developing Ideas through Evidence  |
| Possible Themes  | <ul style="list-style-type: none"> <li>Taking a Stand</li> <li>Seeking Truth/Facts</li> </ul>                         | <ul style="list-style-type: none"> <li>Enduring Tragedy</li> <li>Transforming Over Time</li> </ul>                           | <ul style="list-style-type: none"> <li>Events in History Influence Other Texts</li> <li>Integrity Affects Character</li> </ul>                           |
| Reading Unit Focus*  | Informational   | Literary   | Informational  |
| Reading Prioritized Standards  | <ul style="list-style-type: none"> <li>RI2 [3.0_1, 3.0_2, 3.0_3]</li> <li>RI4 [3.0_1]</li> <li>RI8 [3.0_1]</li> </ul> | <ul style="list-style-type: none"> <li>RL2 [3.0_1, 3.0_2, 3.0_3]</li> <li>RL3 [3.0_2, 3.0_4]</li> <li>RL5 [3.0_3]</li> </ul> | <ul style="list-style-type: none"> <li>RI2 [3.0_1, 3.0_3, 3.0_4]</li> <li>RI4 [3.0_2]</li> <li>RI8 [3.0_2, 3.0_3, 3.0_4]</li> <li>RI9 [3.0_1]</li> </ul> |
| Reading Supporting Standards   | <ul style="list-style-type: none"> <li>RI6</li> <li>RL4</li> </ul>  | <ul style="list-style-type: none"> <li>RI3</li> </ul>  | <ul style="list-style-type: none"> <li>RI5</li> </ul>  |
| <p><i>*Unit focus designates the primary reading genre for the unit. However, all units include a balance of literary and informational texts and standards. RL1, RI1, RL10, &amp; RI10 will be integrated throughout all units.</i></p>                 |   |  |  |
| Writing Unit Focus*  | Text Types: Argumentative & Informational   | Text Types: Informational & Narrative  | Text Types: Argumentative & Narrative  |
| Writing Prioritized Standards  | <ul style="list-style-type: none"> <li>W1 a, b</li> </ul>   | <ul style="list-style-type: none"> <li>W3 a, b, d</li> </ul>   | <ul style="list-style-type: none"> <li>W1 a, b, c, d, e</li> <li>W3 a, b, d</li> </ul>   |
| Writing Supporting Standards   | <ul style="list-style-type: none"> <li>W2 a, b</li> </ul>   | <ul style="list-style-type: none"> <li>W2 a, b, c, f</li> <li>W9a</li> </ul>   | <ul style="list-style-type: none"> <li>W8</li> <li>W9b</li> </ul>  |
| <p><i>*Text type refers to the genre of writing students will be producing. For writing, elements rather than learning targets are used to determine the progression of the standard. W4, W5, &amp; W10 will be integrated throughout all units.</i></p> |   |  |  |
| Language Prioritized Standards   | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   |
| Language Supporting Standards  | <ul style="list-style-type: none"> <li>L1</li> <li>L2</li> <li>L4</li> <li>L6</li> </ul>                              | <ul style="list-style-type: none"> <li>L1</li> <li>L4</li> <li>L5</li> </ul>   | <ul style="list-style-type: none"> <li>L1</li> <li>L3</li> <li>L4</li> <li>L6</li> </ul>   |
| Speaking & Listening Prioritized Standards   | <ul style="list-style-type: none"> <li></li> </ul>  | <ul style="list-style-type: none"> <li></li> </ul>   | <ul style="list-style-type: none"> <li></li> </ul>   |
| Speaking & Listening Supporting Standards  | <ul style="list-style-type: none"> <li>SL1</li> <li>SL3</li> <li>SL4</li> </ul>                                       | <ul style="list-style-type: none"> <li>SL1</li> <li>SL6</li> </ul>   | <ul style="list-style-type: none"> <li>SL1</li> <li>SL3</li> <li>SL4</li> <li>SL5</li> </ul>   |

Grade 10 ELA Curriculum Map

| Unit & Timeline  | Unit 4<br>4 <sup>th</sup> 6 weeks  | Unit 5<br>5 <sup>th</sup> 6 weeks  | Unit 6<br>6 <sup>th</sup> 6 weeks  |
|--|--|--|--|
| <b>Unit Title</b>  | Identity: A Complex Character Concept  | Ethos, Pathos, Logos: Understanding Reading and Writing with Rhetorical Appeals  | Building A Theme through Characterization  |
| <b>Possible Themes</b>   | <ul style="list-style-type: none"> <li>▪ Understanding the Human Experience</li> <li>▪ Decisions May Lead to Consequences</li> </ul> | <ul style="list-style-type: none"> <li>▪ Power of Language</li> <li>▪ Differences Make Us Stronger</li> </ul>  | <ul style="list-style-type: none"> <li>▪ The Need for Empathy and Respect</li> <li>▪ Evaluating Conflict and Change</li> </ul>                                 |
| <b>Reading Unit Focus*</b>   | <b>Literary</b>  | <b>Informational</b>   | <b>Literary</b>  |
| <b>Reading Prioritized Standards</b>   | <ul style="list-style-type: none"> <li>▪ RL2 [3.0_1, 3.0_4]</li> <li>▪ RL3 [3.0_1, 3.0_3]</li> <li>▪ RL5 [3.0_1, 3.0_2]</li> </ul>   | <ul style="list-style-type: none"> <li>▪ RI2 [3.0_1, 3.0_2, 3.0_3]</li> <li>▪ RI4 [3.0_1, 3.0_2]</li> <li>▪ RI8 [3.0_2, 3.0_3]</li> <li>▪ RI9 [3.0_1]</li> </ul> | <ul style="list-style-type: none"> <li>▪ RL2 [3.0_1, 3.0_2, 3.0_3]</li> <li>▪ RL3 [3.0_1, 3.0_2, 3.0_3, 3.0_4]</li> <li>▪ RL5 [3.0_1, 3.0_2, 3.0_3]</li> </ul> |
| <b>Reading Supporting Standards</b>  | <ul style="list-style-type: none"> <li>▪ RL6</li> <li>▪ RI3</li> <li>▪ RI5</li> </ul>  | <ul style="list-style-type: none"> <li>▪ RL4</li> <li>▪ RL9</li> </ul>   | <ul style="list-style-type: none"> <li>▪ RL4</li> <li>▪ RL7</li> <li>▪ RL9</li> <li>▪ RI7</li> </ul>   |
| <p><i>*Unit focus designates the primary reading genre for the unit. However, all units include a balance of literary and informational texts and standards.<br/>RL1, RI1, RL10, &amp; RI10 will be integrated throughout all units.</i></p>                     |  |  |  |
| <b>Writing Unit Focus*</b>   | Text Type: Argument & Narrative  | Text Type: Argumentative & Informational   | Text Type: Informational & Narrative   |
| <b>Writing Prioritized Standards</b>   | <ul style="list-style-type: none"> <li>▪ W1 a, b, c, d, e</li> <li>▪ W3 a, b, c, d, e</li> </ul>                                     | <ul style="list-style-type: none"> <li>▪ W1 a, b, c, d, e</li> </ul>   | <ul style="list-style-type: none"> <li>▪ W3 a, b, c, d, e</li> </ul>   |
| <b>Writing Supporting Standards</b>  | <ul style="list-style-type: none"> <li>▪ W6</li> <li>▪ W9a</li> </ul>  | <ul style="list-style-type: none"> <li>▪ W2 a, b, c, d, e, f</li> <li>▪ W7</li> <li>▪ W8</li> <li>▪ W9b</li> </ul>   | <ul style="list-style-type: none"> <li>▪ W2 a, b, c, d, e, f</li> <li>▪ W6</li> <li>▪ W7</li> <li>▪ W8</li> </ul>  |
| <p><i>*Text type refers to the genre of writing students will be producing.<br/>For writing, elements rather than learning targets are used to determine the progression of the standard.<br/>W4, W5, &amp; W10 will be integrated throughout all units.</i></p> |  |  |  |
| <b>Language Prioritized Standards</b>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| <b>Language Supporting Standards</b>   | <ul style="list-style-type: none"> <li>▪ L1</li> <li>▪ L2</li> <li>▪ L3</li> <li>▪ L4</li> <li>▪ L5</li> </ul>                       | <ul style="list-style-type: none"> <li>▪ L1</li> <li>▪ L3</li> <li>▪ L5</li> <li>▪ L6</li> </ul>   | <ul style="list-style-type: none"> <li>▪ L2</li> <li>▪ L3</li> <li>▪ L5</li> </ul>   |
| <b>Speaking &amp; Listening Prioritized Standards</b>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  | <ul style="list-style-type: none"> <li>▪</li> </ul>  |
| <b>Speaking &amp; Listening Supporting Standards</b>   | <ul style="list-style-type: none"> <li>▪ SL1</li> <li>▪ SL5</li> <li>▪ SL6</li> </ul>  | <ul style="list-style-type: none"> <li>▪ SL1</li> <li>▪ SL3</li> <li>▪ SL6</li> </ul>  | <ul style="list-style-type: none"> <li>▪ SL1</li> <li>▪ SL2</li> <li>▪ SL4</li> <li>▪ SL5</li> </ul>   |