### Reading Focus: Informational

### Writing Focus: Informative/Explanatory

#### Unifying Concept:
Politics and War

#### Quarter 1

### Enduring Understandings:
- Informational and literary texts help people understand the injustice of scapegoating an entire group of people during a national crisis.
- By understanding how groups of people are persecuted, writers can express their perspectives on tolerance clearly through writing.

### Essential Questions:
- What makes societies engage in war?
- Who is responsible for war?
- What are the politics and consequences of war, and how do these vary based on individual or cultural perspectives?

## Standards

### Highly-Leveraged Standards

1. **10.RI.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. **10.RI.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.
3. **10.RI.3** Analyze how the author constructs 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.
4. **10.W.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.
   - a. 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.
   - b. 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.
   - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
   - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
   - e. Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing.
   - f. 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).

### Supporting Standards

1. **10.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
2. **10.RI.5** Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
### 2019-2020 ELA Curriculum Map, Grade 10, Q1

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>10.RI.7</strong></td>
<td>Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</td>
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<td><strong>10.SL.4</strong></td>
<td>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.</td>
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<td>Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</td>
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| **10.L.2** | Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.  
  a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.  
  b. Use a colon to introduce a list or quotation.  
  c. Use correct spelling |
| **10.L.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.  
  a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).  
  b. 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.  
  c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.  
  d. Verify the preliminary determination of the meaning of a word or phrase. |

### Constant Standards

**10.RI.10** By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.

**10.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.  
  a. 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.  
  b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

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

10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

10.W.6 Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

10.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

a. Apply grades 9-10 Reading standards to literature.
b. Apply grades 9-10 Reading standards to informational text and nonfiction.

10.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10.SL.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.

a. 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.
b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
c. 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.
d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

10.SL.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.

a. Use parallel structure.
b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.

10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

a. Write and edit work so that it conforms to the guidelines in a style manual.

10.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
b. Analyze nuances in the meaning of words with similar denotations.

10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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<td><strong>Diversity:</strong></td>
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<td><strong>Justice:</strong></td>
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<td><strong>Action:</strong></td>
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<td>• Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)</td>
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**Teaching Tolerance Website**  
https://www.tolerance.org/

**Adopted Texts and Materials**

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<td><strong>Recommended Extended Texts:</strong> Choose 1-2</td>
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<tr>
<td><em>A Fine Balance</em>, Rohinton Mistry</td>
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<td><em>All Quiet on the Western Front</em>, Erich Maria Remarque</td>
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<tr>
<td><em>Farewell to Manzanar</em>, Jeanne Wakatsuki Houston and James D. Houston</td>
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<td><em>Hiroshima</em>, John Hersey</td>
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<td><em>Kaffir Boy</em>, Mark Mathabane</td>
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<td><em>Night</em>, Elie Weisel</td>
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**Multicultural Adoptions:**

*Code Talker*, Joseph Bruchac  
*The Book Thief*, Markus Zusak

**Recommended Short Texts: Choose 3-5**

- "Eulogy to Dr. Martin Luther King, Jr." Robert F. Kennedy  L p. 136  
  [Complete text]
- *Farewell to Manzanar*, excerpts, Jeanne Wakatsuki Houston and James D. Houston  L p. 602  E p. 355
- *Night*, excerpts, Elie Weisel  L p. 592
- "Nobel Prize Acceptance Speech," Elie Wiesel  L p. 599  [Complete text]
- "The Interlopers," Saki  L p.8
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<td>Farewell to Manzanar Teachers Guide</td>
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<td>Hess’s Matrix</td>
<td>Hiroshima Resources:</td>
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<td>PAIDEIA</td>
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<td>Free Master Teacher Lesson Plans</td>
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## Reading Focus: Literature

**Writing Focus:** Informative/Explanatory

### Unifying Concept:
**Justice and Authority**

### Quarter 2

#### Enduring Understandings:
- Literature and informational texts provide people with various accounts of justice to help them interpret what justice means to individuals and to communities. Different text types reveal alternate views of justice.
- By reading about different points of view, people are able to synthesize multiple resources to develop their own perspectives and to write persuasive arguments to defend their viewpoints.

#### Essential Questions:
- How do people distinguish between right and wrong?
- What is the nature of justice?
- What happens when the law and justice are not the same?
- How do different cultures value justice?
- How can an author use a work of fiction to make a statement about culture?
- How might the cultural fabric of a community be altered when it encounters new ideas and members?

### Standards

#### Highly-Leveraged Standards

| 10.RL.1 | Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| 10.RL.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. |
| 10.R.L.5 | Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. |
| 10.W.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. |
| a. **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.** |
| b. **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.** |
| c. **Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.** |
| d. **Use precise language and domain-specific vocabulary to manage the complexity of the topic.** |
| e. **Establish and maintain a formal style and an appropriate tone while attending to the norms and conventions of the discipline in which they are writing. 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).** |

#### Supporting Standards

| 10.RL.4 | Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. |
| 10.RL.6 | Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts. |
| 10.RL.7 | Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment. |
10.W.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

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10.L.1 Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
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Constant Standards

10.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.

10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. 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.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
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10.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   c. Apply grades 9-10 Reading standards to literature.
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10.L.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.
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# Social Justice Standards

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

# Teaching Tolerance Website
https://www.tolerance.org/

# Adopted Texts and Materials

**Textbooks:** *The Language of Literature (L), Elements of Literature (E)*

**Recommended Extended Texts: Choose 1-2**
- *A Tale of Two Cities*, by Charles Dickens
- *Animal Farm*, by George Orwell
- *Balzac and the Little Chinese Seamstress*, Dai Sijie
- *Chronicle of a Death Foretold*, Gabriel Garcia Marquez
- *Like Water for Chocolate*, Laura Esquivel
- *Merchant of Venice*, William Shakespeare
- *The Stranger*, Albert Camus
- *Things Fall Apart*, Chinua Achebe

**Multicultural Adoptions:**
- *Sold*, Patricia McCormick
- *The 1964 Freedom Summer*, Bruce Watson

**Recommended Short Texts: Choose 3-5**
- “A Conversation With Alice Walker,” *E* p. 502
- *Antigone*, *E* p. 691
- “Courage,” *E* p. 512
- “In Search of Our Mother’s Garden,” Alice Walker, *L* p. 522
- “Life is Sweet at Kumansenu,” *E* p. 147
- “Now You Take Bambi or Snow White—That’s Scary!” *E* p. 561
- “Shall I Compare Thee,” *E* p. 561
- “The Book of Sand,” *E* p. 44
- “There Will Come Soft Rains,” Sara Teasdale, *L* p.52
- “Tumbleweed,” *E* p. 620

# Instructional and Assessment Guides

**Instructional and Assessment Guides**
- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix

# Additional Instructional Resources

**Electronic Resources and Alternative Media:**
- Albert Camus Biography
- Albert Camus Society
- “Chinua Achebe, African Literary Legend, Dies at 82”
- “The Ambition Bird,” Anne Sexton
### Bloom's Taxonomy
- Informative/Explanatory Writing Guide
- Informative/Explanatory Rubric

### Socratic Seminar Resources:
- NWABR
- PAIDEIA
- Free Master Teacher Lesson Plans

### Gabriel García Márquez
- *Ode to a Pair of Socks*, Pablo Neruda
- *The Ambitious Guest*, Nathanial Hawthorne

### Justice Resources:
- “Cultural Relativity, Ethnocentrism & the Rights of Humans”
- “Harsh Justice: Comparing Prisons Around the World”
- “How I Defend the Rule of Law,” Kimberly Motley
- “In Northern Ireland, Getting Past the Troubles”
- “Inside Islam: What a Billion Muslims Really Think”
- “Top 10 Countries Where Justice Prevails,” Kenneth Rapoza

### The Merchant of Venice Resources:
- Penguin Teacher’s Guide
- PBS Learning
- WGBH Masterpiece
### Reading Focus: Informational

### Writing Focus: Argumentative

### Unifying Concept:

**Honor and Ambition**

### Quarter 3

#### Enduring Understandings:

- Informational and literary texts demonstrate how honor and ambition can end in noble or corrupt results.
- By reading about how various cultures view ambition and honor, writers can develop their own conclusions and argue for their viewpoints.

#### Essential Questions:

- What drives human ambition?
- Is it possible to be ambitious and honorable?
- How do ideas about ambition and honor change in different cultures?
- How does ambition influence decisions?

#### Standards

### Highly-Leveraged Standards

1. **10.RI.6** Determine an author’s point of view or purpose in a text and analyze how
2. **10.RI.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.
3. **10.RI.9** Analyze seminal/primary documents of historical and literary significance, including how they address related themes and concepts.
4. **10.W.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
   a. 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.
   b. 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.
   c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
   d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
   e. Provide a concluding statement or section that follows from and supports the argument presented.

### Supporting Standards

1. **10.RI.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.
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4. **10.W.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
10.W.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

10.SL.2 Integrate multiple sources of information presented in diverse media and formats, evaluating the credibility of each source.

10.SL.3 Evaluate a speaker’s point of view, reasoning, use of evidence, and use of rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

10.SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task; use appropriate eye contact, adequate volume, and clear pronunciation.

10.SL.5 Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

10.L.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Use correct spelling.

10.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Constant Standards**

10.RI.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. an author uses rhetoric to advance that point of view or purpose.

10.RI.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.

10.RI.3 Analyze how the author constructs 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.

10.RI.10 By the end of the year, proficiently and independently read and comprehend informational texts and nonfiction in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.

10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. 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.
   b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
   c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
   d. Use precise words and phrases, relevant descriptive details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
   e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

10.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
10.W.6. Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

10.W.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
   a. Apply grades 9-10 Reading standards to literature.
   b. Apply grades 9-10 Reading standards to informational text and nonfiction.

10.W.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

10.SL.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.
   a. 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.
   b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
   c. 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.
   d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections based on the evidence and reasoning presented.

10.SL.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

10.L.1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, and absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
   c. Write and edit work so that it conforms to the guidelines in a style manual.

10.L.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.
   a. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
   b. 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.
   c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
   d. Verify the preliminary determination of the meaning of a word or phrase.

10.L.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
   a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
   b. Analyze nuances in the meaning of words with similar denotations.

10.L.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
### Social Justice Standards

**Identity:**
- Students have a positive view of themselves, including an awareness of and comfort with their membership in multiple groups in society (ID.9-12.1).

**Diversity:**
- Students will know their family history and cultural background and can describe how their own identity is informed and shaped by their membership in multiple identity groups (ID.9-12.2).

**Justice:**
- Students will relate to all people as individuals rather than representatives of groups and can identify stereotypes when they see or hear them (JU.9-12.11).

**Action:**
- Students will express empathy when people are excluded or mistreated because of their identities and concern when they personally experience bias (AC.9-12.16)

### Teaching Tolerance Website
https://www.tolerance.org/

### Adopted Texts and Materials

**Textbooks:** The Language of Literature (L), Elements of Literature (E)

**Recommended Extended Texts: Choose 1-2**
- A Fine Balance, Rohinton Mistry
- One Day in the Life of Ivan Denisovich, Aleksandr Solzhenitsyn
- Taming of the Shrew, William Shakespeare
- The Invisible Man, H.G. Wells
- The Tragedy of Julius Caesar, William Shakespeare

**Multicultural Adoptions:**
- Among Others, Jo Walton
- Discovering Wes More, Wes More
- How it Went Down, Kekla Magoon

**Recommended Short Texts Choose 3-5:**
- “Into Thin Air,” John Krakauer, E p. 421
- “Pit and the Pendulum,” Edgar Allan Poe, L p. 559, E p. 289
- “They Have Not Been Able,” Armando Valladares, L p. 659
- William Shakespeare L p. 683, E p. 762
- “The Pedestrian,” L 95, E p. 173
- “The Cold Equations,” Tom Goodwin, E p. 9

### Instructional and Assessment Guides

- TUSD SPARKS
- SPARK Strategies
- DOK Levels
- DOK Stems
- Hess’s Matrix
- Bloom’s Taxonomy
- Argumentative Writing Guide
- Argumentative Rubric
- Socratic Seminars Resources:

### Additional Instructional Resources

- Electronic Resources and Alternative Media:
  - Analyzing Famous Speeches
  - Alexandr Solzhenitsyn - Nobel Lecture
  - BBC Biography George Orwell
  - Historical accounts of Julius Caesar
  - “Into Thin Air,” John Krakauer
  - Presidential Speeches
  - Stalinism in the Soviet Union
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<td>Free Master Teacher Lesson Plans</td>
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## Enduring Understandings:
- Literature and informational texts describe how absolute power can be a corrupting influence and bring about uncertain and often violent outcomes.
- By reading about absolute power, we learn that people have to work together in order to live in a less violent world. We can explain how absolute power can corrupt absolutely.

## Essential Questions:
- Why is there inhumanity?
- What happens when power becomes absolute?
- What motivates people to strive for absolute power?
- How do different cultures define power?

### Standards

#### Highly-Leveraged Standards

<table>
<thead>
<tr>
<th>Standard</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><strong>10.RL.3</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>10.RL.9</strong></td>
<td>Analyze how an author draws on and transforms source material in a specific work.</td>
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<tr>
<td><strong>10.W.1</strong></td>
<td>Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
</tr>
<tr>
<td>a.</td>
<td>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.</td>
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<tr>
<td>b.</td>
<td>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.</td>
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<tr>
<td>c.</td>
<td>Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</td>
</tr>
<tr>
<td>d.</td>
<td>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</td>
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<tr>
<td>e.</td>
<td>Provide a concluding statement or section that follows from and supports the argument presented.</td>
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#### Supporting Standards

<table>
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<tr>
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<tr>
<td><strong>10.RL.4</strong></td>
<td>Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</td>
</tr>
<tr>
<td><strong>10.RL.6</strong></td>
<td>Analyze how points of view and/or cultural experiences are reflected in works of literature, drawing from a variety of literary texts.</td>
</tr>
<tr>
<td><strong>10.RL.7</strong></td>
<td>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</td>
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<td><strong>10.W.7</strong></td>
<td>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</td>
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<td><strong>10.W.9</strong></td>
<td>Draw evidence from literary or informational texts to support analysis, reflection, and research.</td>
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Constant Standards³

10.RL.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
10.RL.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.
10.RL.5 Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.
10.RL.10 By the end of the year, proficiently and independently read and comprehend literature, including stories, drama, and poetry, in a text complexity range determined by qualitative and quantitative measures appropriate to grade 10.
10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
   a. 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.
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### Adopted Texts and Materials

**Textbooks:**  *The Language of Literature (L), Elements of Literature (E)*  
**Recommended Extended Texts: Choose 1-2**
- *Boy in the Striped Pajamas,* John Boyne  
- *Kite Runner,* Khaled Hosseini  
- *Night,* excerpts, Elie Weisel, *L* p. 593  
- *Slaughterhouse-Five,* Kurt Vonnegut

**Multicultural Adoptions:**
- *Before We Were Free,* Julia Alvarez  
- *Black Potatoes: the story of the great Irish Famine,* Susan Bartoletti  
- *Code Talker,* Joseph Bruchac

**Recommended Short Texts: Choose 3-5**
- *Antigone,* *E* p. 691  
- “Californian’s Tale,” *Mark Twain,* *L* p. 303  
- “Case of Cruelty,” *James Herriot L* p. 265  
- “Everyday Use,” *Alice Walker,* *L* p. 503, *E* p. 70  
- “No Witchcraft for Sale,” *Lessing,* Doris *L* p. 148  
- “Life is Sweet at Kumansenu,” *E* p. 147  
- “They Have Not Been Able,” *Armando Valladares,* *L* p. 659  

### Instructional and Assessment Guides

- **TUSD SPARKS**  
- **SPARK Strategies**  
- **DOK Levels**  
- **DOK Stems**  
- **Hess’s Matrix**  
- **Bloom’s Taxonomy**  
- **Argumentative Writing Guide**  
- **Argumentative Rubric**

### Additional Instructional Resources

- **Electronic Resources and Alternative Media:**  
  - [Kurt Vonnegut Memorial Library](https://www.kurtvonnegut.org)  
  - [Novelist Vonnegut Remembered for his Black Humor](https://www.novelist.com/bio/kurt-vonnegut)  

- **Genocide Resources:**  
  - [Rwandan Stories](http://www.rwandastories.com)  
  - [Genocide Education](http://www.genocideeducation.org)  
  - [Facing History](http://www.facinghistory.org)  
  - [Prevent Genocide](http://www.preventgenocide.org)
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<td>Free Master Teacher Lesson Plans</td>
<td>“Six Rulers Who Used Their Power in Insane Ways”</td>
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1**Highly-Leveraged Standards** are essential knowledge and skills that are emphasized during the quarter because they have endurance (relevant throughout a student’s lifetime); leverage (used across multiple content areas); and are necessary for success in future grade levels. Mastery of these standards is measured using classroom and/or benchmark assessments.

2**Supporting Standards** are integral to achieve grade-level mastery. Mastery of these standards is measured using classroom and/or benchmark assessments.

3**Constant Standards** are routinely addressed to reinforce grade-level mastery.