

Overview of 2016-2017 Year

Grade 10 English II Curriculum

SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUNE
Module 1		Module 2		Module 3		Module 4			
Reading Closely and Writing to Analyze: Unit 1: "The Passionate Shepherd to His Love," "The Nymph's Reply to the Shepherd," and "Raleigh Was Right" Unit 2: "The Palace Thief" from <i>The Palace Thief</i>		"These are strange times, my dear." Unit 1: "Letter From Birmingham Jail," Martin Luther King, Jr.; "In This Blind Alley," Ahmad Shamlu; "Freedom," Rabindranath Tagore; "Women," Alice Walker Unit 2: "A Genetics of Justice," Julia Alvarez; "Remembering To Never Forget: Dominican Republic's 'Parsley Massacre,'" Mark Memmott		Researching Multiple Perspectives to Develop a Position. Unit 1: <i>The Immortal Life of Henrietta Lacks</i> . Unit 2: "A Court Allows Payment for Bone Marrow. by Alice Park (Source #1) "Do We Own Our Bodily Tissues?" by Margaret Ng Thow Hing (Source #2) "Paying Patients for Their Tissue: The Legacy of Henrietta Lacks" by Robert D. Truog, Aaron S. Kesselheim and Steven Joffe (Source #3) "Tissue Banks Trigger Worry About Ownership Issues" by Charlie Schmidt (Source #4) "Human Tissue for Sale: What Are the Costs?" by Deborah Josefson (Source #5) "My Body, My Property" by Lori B. Andrews (Source #6) "Body of Research—Ownership and Use of		"It is a Tale ... Full of Sound and Fury": Unit 1: "Death of a Pig," E. B. White Unit 2: <i>Macbeth</i> , William Shakespeare			

		Human Tissue” by R. Alta Charo (Source #7)	
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Module 1 (1st Quarter)	Transfer Goals: I can read analytically at the literal and inferential level and think purposefully to determine and construct arguments, claims, and evidence I can read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world. Understanding (s): Students will understand that...	Essential Question(s): Students will consider such questions as...
CCLS for ELA: On-going Assessment: RL.9-10.1, RL.9-10.2, RL.9-10.4, RL.9-10.9, CCRA.R.5, W.9-10.2 End of Unit Assessment: RL.9-10.2, RL.9-10.9, W.9-10.2.d, W.9-10.9, SL.9-10.1)	<ul style="list-style-type: none"> • Close reading, annotating text, and evidence-based discussion and writing are foundational skills, practices, and routines that they will build upon and strengthen throughout the unit. • Authors draw upon and transform source material in the development of central ideas. • Authors shape, refine, and transform shared central ideas. • Poets structure a text, there are effects of specific word choice on meaning and tone, and point of view shapes content and style. • Rich figurative language contributes to a better understanding of evolving characters and emotions in the story 	<ul style="list-style-type: none"> • How do Authors Develop Complex Characters and Ideas? • How do character interactions and motivations contribute to the development of a central idea? • How does a central idea develop over the course of a text? • How does the structure of a poem develop a central idea of the text? • How does this time and place develop a central idea of the text? • How does an author draw upon and transform a text to develop a central idea?

Performance Task focused on Transfer:

- **Mid-Assessment Marlowe/Raleigh M1/U1:** Analysis of how an author draws upon and transforms the central idea of texts
- **Mid-Assessment “Palace Thief” M1/U2:** Analysis of how the narrator and his interactions with other characters develop a central idea
- **End of Unit Assessment “Palace Thief”:** What central idea does Canin develop in “The Palace Thief”? In your analysis, consider how the narrator and his interactions with other characters develop this idea. Use three to six vocabulary words from this unit in your response.

End of Module Assessment: Over the course of this module, you have read poems by Christopher Marlowe, Sir Walter Raleigh, and William Carlos Williams: “The Palace Thief,” by Ethan Canin. For this assessment, draw upon your analysis of two of these texts in order to respond to the following prompt:

How do the two narrators’ different points of view impact the development of a common central idea?
Measurement Tool: pps. 522-529 (rubric and checklist)

Common Assessments (5 Week):

Baseline Assessment: Identify one central idea of Shakespeare’s sonnet poem, “Shall I Compare Thee to a Summer’s Day.” Support your answer with evidence: 2 – 3 specific textual details and appropriate explanation.

Measurement Tool: NYS 2 Point Short Response Rubric p. 44 Module 1

CA #2: Establish and support a claim about Sedgewick’s character at this point in the story.

Criteria for Grading:

Assessments should be accurately paragraphed and include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement. Paragraphs should be organized to support a central claim. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and an objective tone.

Module 2 (2nd Quarter)	Transfer Goal (s): I can read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas over the course of texts to better understand the world.	
		Essential Question(s):

	Understanding (s): Students will understand that...	Students will consider such questions as...
CCLS for ELA: On-going Assessment: RL.9-10.2, RL.9-10.4, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, L.9-10.5 RI.9-10.2, RI.9-10.3, RI.9-10.7 End of Unit Assessment: RI.9-10.5, RI.9-10.6, W.9-10.2.a-f, W.9-10.9.b, L.9-10.1, L.9-10.2	<ul style="list-style-type: none"> • An author/speaker uses rhetoric to advance his or her purpose. • Authors use structure and word choice to advance a common purpose. • Authors and speakers help others to develop their understanding of the concept of human rights by the use of literary nonfiction. • Authors use multiple central ideas and claims that complement or echo the central ideas and claims of other texts • Authors choices about tone and structure can create divergent approaches to the same issue. 	<ul style="list-style-type: none"> • What are effective ways of approaching and solving civil rights issues? • What are the most powerful ways we can communicate our ideas and opinions? • How do structure, rhetoric and word choice affect the strength of our writing and speech?
Performance Task focused on Transfer: <ul style="list-style-type: none"> • Mid-Assessment King: Analyze how King develops and refines his claims to advance his purpose. • Mid-Assessment Alvarez: Analyze how the sentence “No flies fly into a closed mouth” (par. 21) develop and refine one of Alvarez’s ideas in “A Genetics of Justice.” • End of Module Assessment: Identify a purpose common to King’s “Letter from Birmingham Jail,” Alvarez’s “A Genetics of Justice,” and one of the texts from Unit 3. Discuss how each of these texts uses at least one of the following to advance that purpose: structure, rhetoric, or impact of specific word choices. Common Assessments (5 week): CA #3: Choose a character from the text. Identify whether the character has been <i>static</i> or <i>dynamic</i> . In one or more well-organized paragraph(s), establish a claim (<i>static or dynamic and why you think this</i>) about the character you’ve chosen and include at least two pieces of relevant evidence to support your claim. Explain why this is the best evidence and how the evidence connects back to the claim you have made. Be sure to wrap up with a concluding sentence that further proves your claim. CA#4: Determine a purpose in Martin Luther King, Jr.’s “Letter from Birmingham Jail,” and analyze how King uses rhetoric and specific word choices to advance that purpose.		

Criteria for Grading:

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Module 3 (3rd Quarter)	Transfer Goals (s): I can read analytically at the literal and inferential level and think purposefully to determine and construct arguments, claims, and evidence Understandings Students will understand that...	Essential Question Students will consider such questions as...
CCLS for ELA: On-going Assessment RI.9-10.2, RI.9-10.3, RI.9-10.4, RI.9-10.5, RI.9-10.6, RI.9-10.8, W.9-10.9.b, L.9-10.2 W.9-10.4, W.9-10.5, W.9-10.9 Summative Assessment: RI.9-10.2, RI.9-10.3, W.9-10.2.b, d, e, W.9-	<ul style="list-style-type: none"> • An author unfolds and draws connections between key events and ideas in a text while developing and refining central ideas; • Gathering and analyzing research will show that topics have multiple positions and perspectives. • Scholars establish a position of their own by gathering and analyzing research based on vetted sources. • written research-based argument papers synthesize and articulate several claims with valid reasoning and relevant and sufficient evidence. 	Should People Be Able to Sell Their Parts? How do specific details contribute to the development of a central idea? Why is research necessary? How do people create claims that matter and can be relevant to others? How do real world issues contribute to the development of claims? How can the understanding of counterclaims strengthen an argument?

10.9.b, L.9-10.1, L.9-10.2 W.9- 10.1.a- e, L.9- 10.1, L.9- 10.2, L.9- 10.3.a, L.9-10.6		
<p><u>Performance Task focused on Transfer:</u></p> <ul style="list-style-type: none"> • Mid-Assessment Skloot: Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea? • Mid-Assessment Research: Write a one-page synthesis of your personal conclusions and perspective derived from your research (Evidence-based perspective) • End of Module Assessment (Synthesizing Research and Argument): Students are assessed on the alignment of the final draft of their research-based paper. The final draft should present a precise claim that is supported by relevant and sufficient evidence and valid reasoning. The draft should be well-organized, distinguishing claims from alternate and opposing claims and using language that clearly links the major sections of the text and clarifies relationships among the claims, counterclaims, evidence, and reasoning. Finally, the draft should show control of the conventions of written language and maintain a formal style and objective tone. <p><u>Common Assessments (5 Week):</u></p> <p>CA #5: Consider the central ideas of the sections we have read in Rebecca Skloot’s <i>The Immortal Life of Henrietta Lacks</i>. Choose one central idea that Skloot develops in the text. How does Skloot unfold an analysis of this central idea?</p> <p><u>Criteria for Grading:</u></p> <p>Assessments should be accurately paragraphed and include an introductory statement, well-organized ideas supported by the most significant and relevant evidence, and a concluding statement. Paragraphs should be organized to support a central claim. Students should use appropriate and varied transitions and syntax to clarify relationships among complex ideas, and manage the complexity of the topic by using precise language, domain-specific vocabulary, proper grammar, capitalization, punctuation, and spelling in their responses to establish a formal style and an objective tone.</p>		
Module 4 (4th Quarter)	<p>Transfer Goal(s):</p> <p>I can read and comprehend complex literary and informational texts and analyze how and why authors develop individuals, events, and ideas</p>	<p>Essential Question</p> <p>Students will consider such questions as...</p>

	<p>over the course of texts to better understand the world.</p> <p>Understandings</p> <p>Students will understand that...</p>	
<p>CCLS for ELA</p> <p>On-going Assessment:</p> <p>RI.9-10.2, RI.9-10.4, RI.9-10.5, W.9-10.2.a-f, L.9-10.1.a, b RL.9-10.2, RL. 9-10.3, RL.9-10.4, RL.9-10.5, RL.9-10.7.a, RL.9-10.9, W.9-10.1.a, W.9-10.2.c, d, e, SL.9-10.1.b, SL.9-10.4</p> <p>Summative Assessment:</p> <p>RI.9-10.2, W.9-10.2.a-f, W.9-10.5, W.9-10.9.b, L.9-10.1.a, b, L.9-10.2.a-c RL.9-10.3, W.9-10.1.a-e, L.9-10.1.a, b, L.9-10.2.a-c</p>	<ul style="list-style-type: none"> • There is a structure for classic tragedy and this includes certain specific literary elements • There is a specific structure of a narrative essay • structural choices and use of language contribute to the development of characters and central ideas • A relationship between appearance and reality and the intersection of morality and ambition with imbalance and disorder • An author's use of rhetoric advances his point of view • There are causes and effects of good and/or bad leadership • People's understanding of history affects their point of view 	<p>How do authors use craft and structure to develop characters and ideas?</p> <p>What are the elements of a tragedy?</p> <p>Which character bears the most responsibility for the tragedy and why?</p> <p>How do words and phrases reveal tone?</p> <p>What character traits, decisions and/or interactions contribute to the development of a character and his/her part in a tragedy?</p> <p>How are characters and setting altered by cinema?</p>

Performance Task Focused for Transfer:

- **Mid-Assessment White:** Students respond to the following prompt, citing textual evidence to support analysis and inferences drawn from the text: How does White develop the idea “once in a while something slips” over the course of the text?
- **Mid-Assessment Macbeth:** Select a central character from *Macbeth*. Write an argument about how this character is primarily responsible for the tragedy. Support your claim using evidence that draws on character development, interactions, and plot and/or central ideas.
- **End of Module Assessment:** *Select a central idea common to Macbeth and White’s “Death of a Pig.” Discuss how each author uses structure, character, word choice, and/or rhetoric to develop this common idea. Explain the nuances in each author’s treatment of the idea.*

Common Assessments: Assessments (5 Week):

CA #6: Choose one character from *Macbeth*. Make a claim that includes one character trait for this person, and how that character and his/her trait moves the plot forward.

CA #7: Consider the act and scene you have just read. How does Shakespeare use specific details to develop a central idea in this scene?

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