



[CONNECTIONS]

English Language Arts

GRADE 10

UNIT 1 Essential Question Is the journey more important than the destination?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 1 Novel from <i>The Journeyer</i> by Gary Jennings (1430L) 4 pages	Understanding Narrative Details (10, 14)	Sensory Details and Comparisons (15)	Drawing Conclusions (16)	Writing Complete Sentences (18)	Response Journal (13) Write a paragraph—explain a person's reactions (14) Write a paragraph—analyze how an author uses description (16) Write a paragraph—explain how a writer contrasts characters (18)	Peer review a classmate's analysis of description (16) Give feedback on a classmate's explanation of contrasting characters (18)	Pictorial Presentation (20) Timed Literary Analysis (21)	Viewing suggestion: <i>In the Footsteps of Marco Polo</i>	Using evidence from a passage to support conclusions about characters and events (22)
Chapter 2 History from <i>The Story of Civilization: Our Oriental Heritage</i> by Will Durant (1240L) 4 pages	Finding Details That Support Central Ideas (26, 29)	Analyzing Structure (30)	Integrating Information (31)	Parallelism (33)	Response Journal (29) Write a paragraph—explain why people doubted a character (30) Write a paragraph—how does evidence support a person's claim? (33)	Give feedback on a classmate's paragraph (33)	Fictional Dialogue (34) Argumentative Essay (35)	Suggested full texts: <i>Did Marco Polo Go to China?</i> ; <i>The Story of Civilization</i>	Identifying how supporting details support the main ideas of a text (36)
Chapter 3 Memoir from <i>The Travels of Ibn Battuta</i> by Ibn Battuta (1040L) 4 pages Fiction from <i>The Arabian Nights: Tales from a Thousand and One Nights</i> , "The Ruined Man Who Became Rich Again Through a Dream" translated by Sir Richard Burton (1030L) 2 pages	Analyzing Characters (40, 43)	Analyzing Theme (45)	Comparing Stories (46)	Diction (50)	Response Journal (43) Write a paragraph—explain the story's theme (46) Write a paragraph comparing two texts (49)	Share your analyses of a classmate's character analyses (43) Compare your plot analysis to a classmate's (46) Discuss how characters from two stories are similar and different (49)	Dramatic Scene (51) Newspaper Article (52)	Suggested full texts: <i>The Travels of Ibn Battuta</i> ; <i>The Kite Runner</i> ; <i>I Am Malala</i> ; <i>Cry, The Beloved Country</i> ; <i>The Complete Persepolis</i> ; <i>A Long Way Gone</i> ; <i>Memoirs of a Boy Soldier</i> ; <i>The Joy Luck Club</i> ; <i>In the Time of Butterflies</i> Film suggestion: <i>Journey to Mexico</i>	Analyzing characters, identifying theme, comparing stories (54)

UNIT 1 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 4</p> <p>Epic Poem from <i>The Odyssey</i> by Homer, translated by Robert Fitzgerald</p> <p>7 pages</p> <p>Film from <i>O Brother, Where Art Thou?</i> by Ethan and Joel Coen</p>	Analyzing Interactions Between Characters and Events (58, 64)	Analyzing Dramatic Irony (66)	Comparing Approaches (68)	Foreign Words	Response Journal (64) Write several paragraphs—analyze how a movie scene transforms a text (71)	Discuss cultural archetypes in a passage (66) Discuss how two approaches to a story are different (71)	Film Script (72) Interpretive Essay (73)	Suggested full text: <i>The Odyssey</i> Film suggestion: <i>O Brother, Where Art Thou?</i>	Using evidence from a reading to explore how interactions build tension (74)
<p>Chapter 5</p> <p>Novel from <i>Around the World in 80 Days</i> by Jules Verne</p> <p>(1070L) 6 pages</p> <p>Memoir from <i>Around the World in 80 Days with Michael Palin</i> by Michael Palin</p> <p>(1280L) 5 pages</p>	Summarizing Text (78, 83)	Relating Structure to Story Elements (85)	Evaluating the Effects of Word Choice (86)	Prepositional Phrases (94)	Response Journal (83) Write several paragraphs analyzing the author's point of view (93)	Share your inferred meanings of words in the texts (93) Discuss how one book is based on another (94)	Travel Brochure Fictional Journal Entry (96)	Suggested full texts: <i>Around the World in 80 Days</i> ; <i>Around the World in Eighty Days with Michael Palin</i> Film suggestion: <i>Around the World in 80 Days</i>	Summarizing a text, understanding how structure supports the theme, analyzing how word choice reveals point of view (98)
End of Unit	<p>Writing Process Assignment: Writing a Personal Narrative—Travel (100–107)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (108–114)</p>								

UNIT 2 Essential Question What makes a great teacher?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 6 Memoir from <i>Teacher Man</i> by Frank McCourt (1000L) 5 pages	Identifying Tone (118, 122)	Understanding Point of View (124)	Analyzing Style (126)	Using Colons (128)	Response Journal (122) Write a paragraph— draw a conclusion about tone (124) Write paragraphs— discuss author's writing style (128)	Peer review paragraphs in a group (124) Discuss why the author switches points of view (126) Class discussion— which excuse from the text is best? (128)	Pastiche—Dressing Up in McCourt's Style Skit—The Best Excuse Ever (129)	Suggested full texts: <i>Teacher Man</i> ; the <i>Harry Potter</i> series; <i>Wonder</i> ; <i>Christy</i> ; <i>A Lesson Before Dying</i> ; <i>The Outsiders</i>	Looking at various literary elements that contribute to style (131)
Chapter 7 Memoir from <i>To Sir, with Love</i> by E.R. Braithwaite (880L) 7 pages	Identifying Key Elements (135, 141)	Author's Word Choice (144)	Understanding Rhetoric (144)	Using Semicolons (146)	Response Journal (141) Write a few paragraphs— analyze impact of author's words on meaning (144) Write several paragraphs—how author uses appealing words (146)	Share your text analysis with other students (142) Peer review a classmate's analysis of meaning (144)	Socratic Seminar (147) Educational Memoir (148)	Film suggestion: <i>To Sir, with Love</i> Song suggestion: <i>To Sir, with Love</i> Transpose a song into a short story Brainstorm a list of movies (149)	Discern speaker's tone and define words from context (150)
Chapter 8 Memoir from <i>Tuesdays with Morrie</i> by Mitch Albom (720L) 6 pages Nonfiction from <i>Morrie: In His Own Words</i> by Morrie Schwartz (1070L) 3 pages	Understanding the Impact of Details (154, 160)	Determining the Central Idea (162)	Synthesizing Details from Multiple Sources (164)	Using Dashes (168)	Response Journal (160) Write several paragraphs—explain how description develops the main idea (163) Choose an aphorism and explain (168)	Discuss details in the story (162)	Response Essay (169) Digital Collection of Aphorisms (170)	Suggested full texts: <i>Tuesdays with Morrie</i> ; <i>Morrie: In His Own Words</i> ; <i>The Five People You Meet in Heaven</i> ; <i>For One More Day</i> ; <i>Have a Little Faith</i> Research Watch an interview (170)	Identifying a work's theme, analyze how details support theme; to synthesize information from multiple texts (171)
Chapter 9 Nonfiction from <i>Some Thoughts Concerning Education</i> by John Locke (1530L) 4 pages	Identifying Main Ideas (175, 179)	Identifying Supporting Details (180)	Evaluating an Argument (182)	Using Transitions (185)	Response Journal (179) Write several paragraphs—analyze how science backs up the author's argument (185)	Compare your thoughts about the text's central claim (180) Discuss answers about the brain's ability to change (184)	Role-Play Debate (186) Argumentative Essay (187)	Suggested full text: <i>All I Really Need to Know I Learned in Kindergarten</i> Research (188)	Analyzing an argument and identifying claims, reasons, and evidence (189)
Chapter 10 Allegory from "Silence Dogood Letter #4" (1480L) 5 pages by Benjamin Franklin Essay from "Where College Fails Us" by Caroline Bird (1270L) 7 pages	Understanding Allegory (193, 198)	Determining Theme (201)	Recognizing Valid Reasoning and Relevant Evidence (203)	Capitalization (214)	Response Journal (197) Share your analyses of symbolism in the story (200) Conduct a Socratic seminar (202) Discuss your analyses of the author's arguments (213)	Share your analyses of symbolism in the story (200) Conduct a Socratic seminar (202) Discuss your analyses of the author's arguments (213)	Analysis of an Argument (215) Lincoln-Douglas- Debate (217)	Text suggestion: Other "Silence Dogood" letters Research (219)	Analyzing figures of speech, analyzing how an argument is developed or structured (220)
End of Unit	Writing Process Assignment: Writing an Argumentative Essay (223–233)								
	Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (234–236)								

UNIT 3 Essential Question What are the costs of scientific innovation?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 11 Informational from <i>Hiroshima</i> by John Hersey (1220L) 6 pages</p> <p>Memoir from <i>Hiroshima in the Morning</i> by Rahna Reiko Rizzuto (1110L) 4 pages</p>	Key Images and Descriptions (240, 245)	Storytelling Through Imagery (247)	Style in Nonfiction Narrative (249)	Spelling (256)	Response Journal (245) Write a paragraph—explain an image (248) Write a comparative analysis of styles (255)	Sketch the scene and share with a peer (247) Peer review someone's explanation of an image (249) Discuss and describe the author's writing style (255)	Digital Presentation (257) Family Interview (258)	Research Analyze a quote Film suggestion: <i>Hiroshima</i> Class debate (259)	Analyzing how a writer uses techniques to advance their meaning (260)
<p>Chapter 12 Informational from <i>The Omnivore's Dilemma</i> by Michael Pollan (1320L) 5 pages</p>	Understanding Main Ideas (264, 268)	Analyzing the Structure of an Argument (270)	Evaluating an Argument (272)	Using Parentheses (274)	Response Journal (268)	Share your summaries of paragraphs (269) Share your analyses of the arguments' structures (272) Discuss your evaluation of the author's argument (273)	Socratic Seminar (275) Op-Ed (276)	Suggested full texts: <i>The Omnivore's Dilemma; In Defense of Food</i> Film suggestion: <i>Food, Inc.</i> Research (277)	Summarizing a text, identifying author's purpose; analyzing an argument (278)
<p>Chapter 13 Informational from <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot (1170L) 11 pages</p> <p>Memoir from <i>Decision Points</i> by George W. Bush 4 pages</p> <p>Speech from "Signing of Stem Cell Executive Order and Scientific Integrity Presidential Memorandum" by President Barack Obama (1100L) 3 pages</p>	Identifying Theme (283, 293)	Analyzing Author's Craft (295)	Analyzing American Documents (298)	Consistent Verb Tenses (306)	Response Journal (293) Write an analysis of the story (297) Write a few paragraphs—analyze the authors' arguments (306)	Discuss subjects in the story (294) Discuss whether the author's style is effective (297) Read your analyses and discuss differences (306)	Persuasive Speech Narrative Nonfiction (308)	Suggested full text: <i>Brave New World</i> Research (309)	Identifying themes, purposes, and techniques of narrative nonfiction (310)

UNIT 3 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 14 Informational from <i>Hot, Flat, and Crowded</i> by Thomas L. Friedman (1240L) 5 pages	Understanding Cause and Effect (314, 318)	Using Rhetorical Devices to Advance Purpose (320)	Analyzing Author's Tone (321)	Narrative Pacing (324)	Response Journal (318) Write a paragraph identifying the purpose of an analogy (321) Rewrite a paragraph with a new tone (323)	Take turns sharing cause and effects (320) Discuss how the author's tone affects their argument (323)	Create a Futuristic Society (325) Write a Prologue (326)	Suggested full text: <i>Silent Spring</i> Research (327)	Evaluating structure, rhetorical devices, and tone (328)
Chapter 15 Informational from <i>Frankenstein's Cat</i> by Emily Anthes (1350L) 5 pages	Identifying Key Ideas and Subtopics (332, 337)	Connecting Key Ideas (338)	Evaluating Balance (339)	Participial phrases (341)	Response Journal (337) Write a paper—use evidence for or against biotechnology (340)	Give a speech on a subtopic (337) Talk about the author's reasoning (340)	Debate (341) Investigative Report (343)	Reading suggestion: <i>The 50 Greatest Breakthroughs Since the Wheel</i> Research Viewing suggestion: <i>The Biotech Revolution</i>	Analyzing a passage for main ideas and subtopics (345)
End of Unit	<p>Writing Process Assignment: Writing an Analysis of an Argument—evaluate an essay (347–357)</p> <p>Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (358–362)</p>								

UNIT 4 Essential Question Can a simple idea bring about great change?

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
<p>Chapter 16 Memoir from <i>The Montgomery Bus Boycott and the Women Who Started It: The Memoir of Jo Ann Gibson Robinson</i> by Jo Ann Gibson Robinson and David J. Garrow (980L) 7 pages</p> <p>Speech from "Remarks upon Signing the Civil Rights Bill" (July 2, 1964) by President Lyndon B. Johnson (930L) 2 pages</p>	Identifying Main Ideas (366, 372)	Development of Supporting Ideas (373)	Evaluating Arguments (374)	Using Pronouns (381)	<p>Response Journal (372)</p> <p>Summarize the passage (373)</p> <p>Write several paragraphs—evaluate the speech (381)</p>	<p>Discuss how content and structure emphasize an idea (374)</p> <p>Discuss how two authors use persuasion (381)</p>	<p>Leaflet (383)</p> <p>Roundtable Discussion (384)</p>	<p>Research</p> <p>Discuss a message</p> <p>Text suggestions: <i>Claudette Calvin; Twice Toward Justice; From Footnote to Fame in Civil Rights History</i></p>	Identifying the ways authors introduce and develop their ideas (388)
<p>Chapter 17 Essay from <i>Freedom</i> by E.B. White (1370L) 4 pages</p> <p>from <i>The Prince</i> by Niccolo Machiavelli (1160L) 3 pages</p>	Making Inferences (392, 396)	Analyzing Rhetoric (397)	Evaluating Reasoning (399)	Noun Phrases (404)	<p>Response Journal (396)</p> <p>Write a paragraph—explain someone's opinions based on the story (397)</p> <p>Explain the article's central argument (403)</p>	Discuss figures of speech from the passage (399)	<p>Political Advertisement (405)</p>	<p>Full text suggestion: <i>The Prince</i></p> <p>Research</p> <p>Film suggestion: <i>Triumph of the Will</i></p>	Citing strong evidence to support inferences (407)
<p>Chapter 18 Novel from <i>Things Fall Apart</i> by Chinua Achebe (840L) 4 pages</p> <p>Poetry "The Second Coming" 2 pages</p>	Identifying Theme (411, 415)	Analyzing a Cultural Experience (417)	Transforming Source Material (418)	Meter and Rhyme in Poetry (422)	<p>Response Journal (414)</p> <p>Write a short essay about culture (418)</p> <p>Write a few paragraphs—why the novel is named what it is (422)</p>	<p>Share theme statements (417)</p> <p>Discuss how the author changes meanings of works (422)</p>	<p>Pictorial Presentation (423)</p> <p>Modernist Poem (424)</p>	<p>Reading suggestion: <i>Nigeria's Current Troubles and Its British Colonial Roots</i></p> <p>Answer questions (425)</p>	Determining the theme of a text, analyzing cultural experiences, reflecting on authors' use of source materials (426)

UNIT 4 Continued

Genre/Text	1st Read Focus	2nd Read Focus	3rd Read Focus	Language Lesson	Integrated Writing in Response to Reading	Integrated Speaking/Listening	Project-Based Assessments	On Your Own: Integrating Ideas	Connect to Testing
Chapter 19 Informational from <i>The Facebook Effect: The Inside Story of the Company That Is Connecting the World</i> by David Kirkpatrick (1030L) 7 pages	Defining Key Terms (430, 437)	Determining Main Idea (438)	Author's Point of View (440)	Using Commas with Phrases and Clauses (441)	Response Journal (436) Write several paragraphs—structure of the text (440)	Share your inferred definitions of words (438)	Argumentative Essay (443) Facebook Group (444)	Research Film suggestion: <i>The Social Network</i> Suggested full texts: <i>The FARC: The Longest Insurgency</i> ; <i>Revolutionary Social Change in Colombia</i> Answer questions (445)	Determining word meanings and central ideas (446)
Chapter 20 Article from "Pure Genius: How Dean Kamen's Invention Could Bring Clean Water to Millions" by Tom Foster (1150L) 9 pages	Citing Text Evidence (450, 459)	Analyzing Organization (460)	Analyzing Multimodal Accounts of a Subject (461)	Technical Vocabulary (465)	Response Journal (458) Explain the structure of a text (461) Write several paragraphs—how rhetoric is different in two media (464)	Answer a question together based on evidence (459) Discuss details in the article (464)	Advertising Poster Magazine Article (466)	Film suggestion: <i>SlingShot</i> Research Reading suggestion: <i>Popular Science</i>	Citing thorough text evidence to analyze a text (468)
Chapter 21 Play from <i>The Post Office, Act One</i> by Rabindranath Tagore 5 pages 6 pages	Determining an Author's Message (472, 476)	Analyzing How Authors Develop Characters (477)	Analyzing Soliloquies and Asides (485)	Active and Passive Voice (487)	Response Journal (476) Write a paragraph—make a claim (476) Write a paragraph—soliloquies vs. asides (487)	Analyze a message from the passage (476) Class discussion—character traits (485) Group discussion—discuss soliloquies vs. asides (487)	Readers Theater (488) Comparing and Contrasting Characters (489)	Suggested full text: <i>The Post Office</i> Film suggestion: <i>The Post Office</i> Research (490)	Determining an author's message, study character development, analyzing the functions of soliloquies and asides (491)
End of Unit	Writing Process Assignment: Writing a Research Paper—how an idea changes the world (493–500)								
	Practice Performance Task: Synthesize multiple short excerpts from the unit to answer the Essential Question (501–505)								