***ENGLISH LANGUAGE ARTS 3RD SEMESTER GRADE 10 CURRICULUM GUIDE***

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| **Collection 6: Hard-Won Liberty**  **Collection 6 Academic Vocabulary:**  *comprehensive, equivalent, incentive, innovate, media* | **LAFS in Collection 6:**  RL 2, RL 3, RL 4, RI 1, RI 4, RI 5, RI 6, RI 7, RI 8, RI 9  W 1a–e, W 2, W 4, W 5, W 7, W 8, W 9, W 9a–b, W 10  SL 1a, SL 2, SL 4  L 1a–b, L 2a–b, L 4a, L 4d, L 5b, L 6 |

| **COLLECTION 6: HARD-WON LIBERTY** | | | | |
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| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| January 6 - 16 | ***ANCHOR TEXT***  ARGUMENT  “Letter from Birmingham Jail”  Martin Luther King, Jr.  PAGE 319A | Analyze argument in a seminal document.  Analyze author’s use of rhetoric to advance point of view or purpose. | Page 338  2. How does King define just and unjust laws? To what opposing view is he providing a counterargument? Consider how defining certain laws as unjust provides an incentive for his readers to support his actions.  3. Provide 3 examples of allusions that King uses to support this reasoning about his claim. How does this type of evidence strengthen his argument?  7. Discuss whether King uses valid reasoning when he states that “injustice anywhere is a threat to justice everywhere.” What evidence does he provide to support his idea?  Selection Test | cognizant, moratorium, retaliate, precipitate, complacency, manifest, mores, provocation  Context Clues L 4a  Repetition and Parallelism  W 5, L 1a |
| **CLOSE READER**  SPEECH  “Speech at the March on Washington”  by Josephine Baker  PAGE 340B |
| January 20-23 | ARGUMENT  From “Letter to Viceroy, Lord Irvin”  By Mohandas K. Gandhi  **page 351A** | Analyze an argument and rhetoric and compare accounts in different mediums. | Page 357  2. Identify Gandhi’s central claim in this letter. What key reasons does he provide to support this claim?  3. Notice how Gandhi structures this argument. Why is this order of ideas effective?  Performance Task (page 357) How would you evaluate the strength of Gandhi’s argument?  Selection Test | unpalatable, unadulterated, humility, iniquitous, peremptory  Denotations and Connotations  RI 4, L 5b |
| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| January 26-27 | MEDIA  Documentary Film  *from Gandhi: The Rise to Fame*  by BBC  page 359 | Compare accounts in different mediums. | Page 360  3. Which arguments or ideas are apparent in both the letter and the film?  4. What ideas and events are emphasized in the film? How do the film and letter work together to create a fuller picture of Gandhi than either could alone? | none |
| January 28-February 6 | **ANCHOR TEXT**  SHORT STORY  “The Briefcase”  by Rebecca Makkai  page 361A | Analyze interaction between character and theme in a short story. | Selection Test  Close Reader – page 117 (student book) and page 372g Teacher’s Edition  “How do parallels between the characterization of the narrator and the father point to a theme of the story? | flail, inversion, equidistant, transpire, flagrantly, havoc  Semi colons |
| **CLOSE READER TEXT**  SHORT STORY  “Bile”  By Christine Lee Zilka  Page 372B |
| February 9-13 | POEM  Cloudy Day  by Jimmy Santiago Baca  **page 373A** | Analyze how a poem’s shift in tone contributes to its theme. | Page 375  4. How do the speaker’s descriptions of and feelings about the wind change as the poem progresses? How does this shift show a change in the tone of the poem?  5. What theme emerges by the end of the poem? How does Baca use contrasts to help build this theme?  Selection Test | Prepositional Phrases  L 1b |
| **LCS PROGRESS MONITORING FOR WRITING**  . | | | |
| **Date Range** | **Selection / Feature Title** | **Key Learning Objective** | **Suggested Formative Assessment** | **Vocabulary/Language Conventions** |
| February 16 – March 6 | Study of Major Work Drama or Novel | Varies Depending upon Unit of Study | HMH Assessments or District Curriculum Unit Assessments | NA |
| March 5-6 | **Florida Standards Assessment for ELA Writing – Grade 10** | | | |
| March 9-13 | **COLLECTION 6 ASSESSMENT** | | | |