

Ohio's Learning Standards are the defacto curriculum for ELNGLISH 10 with the goal of student mastery of those Standards using multiple and varied literary/informational texts, tools, and strategies. The sequence of this older curriculum unit is NOT meant to be prescriptive. These older resources can provide multiple ideas for teaching the Standards for student mastery, but are aligned to Ohio's Learning Standards before the 2017 revisions and Ohio's State Tests. Please DO NOT adhere to the protocols of the past reflected in these older resources where each nine-week unit culminated in a writing. Instead, reading and writing should be integrated throughout ELA instruction, and not treated as isolated activities. Students should be reading and writing routinely (daily/weekly), not just reading one novel and producing one writing per quarter. Thus, feel free to pull ideas from these older resources to help students master Standards without being caught up in having to "cover" items you find in those resources. CCS strongly encourages the implementation of a Writers/Readers Workshop model for routine reading and writing instruction which you can find out more about [HERE](#) (pages 3-4) and [HERE](#).

Contents: Grade 10 Difference Between Reality and Truth Unit

Big Question: Is there a difference between reality and truth?

Fiction (3 selections)

“Tepeyac”

“Like the Sun”

“The Open Window”

Nonfiction (8 selections)

Genre study

from *Through My Eyes*

“Occupation: Conductorette”

“Marion Anderson, Famous Concert Singer”

“Should the Highest Court Protect the Ugliest Speech?”

“The Homework Revolution”

Excerpt from *Common Sense*

The Declaration of Independence

Visual Literacy (5 visual texts)

Soria Moria (painting by Theodor Kittelsen)

The Problem We All Deal With (painting by Norman Rockwell)

Photograph of President Obama and Ruby Bridges viewing the Rockwell painting

Boston Massacre (engraving by Paul Revere)

Declaration of Independence (painting by John Trumbell)

Optional Narrative Portfolio:

After reading and reflecting on Theodor Kittelsen’s *Soria Moria*, Norman Rockwell’s *The Problem We All Deal With*, and Maya Angelou’s “Occupation: Conductorette,” write a **personal narrative** that describes a difficult quest you undertook to achieve a personal or social goal. L2 Use **dialogue, imagery, figurative language, conflict, character, setting, and point of view** to develop the narrative. L3 Integrate visual, auditory, and/or digital documents that provide evidence or enhance the effect of your experience.

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 10**

Difference Between Reality and Truth Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Is there a difference between reality and truth?</p> <p>1. Reading Literature; Reading Information; Writing; Speaking and Listening; Language Fiction Nonfiction Reality vs. perception Genre affecting theme Informal writing</p> <ul style="list-style-type: none"> • • • • • 	<p>Introductory Week Periods: 3</p>	<p>RI.9-10.1 RI.9-10.3 RI.9-10.6 W.9-10.10 SL.9-10.1 L.9-10.4cd</p> <ul style="list-style-type: none"> • • • • • 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> The Big Question pp. 2-3 Fiction and nonfiction: Genre Study pp. 6-7</p> <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • pp. 1-3 (Big Question Vocabulary) <p>Technology Interactive Digital Path Big Question Video</p> <ul style="list-style-type: none"> • (0:57) Interactive • Journals Vocabulary Central Fiction and Nonfiction Video (3:24) <ul style="list-style-type: none"> • • • • 	<p>Reading</p> <ul style="list-style-type: none"> • Genre study: fiction and nonfiction (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal writing: Is there a difference between truth and reality? • Journal writing: What kind of knowledge changes our lives? <p>Speaking and Listening Whole group discussion Partner discussion</p> <p>Language <i>Vocabulary Central</i> Vocabulary Music Games Worksheets</p> <ul style="list-style-type: none"> • <p>Assessments</p> <ul style="list-style-type: none"> • Formative and/or summative assessments should be

				<p>incorporated weekly into each lesson.</p> <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Intervention and/or enrichment activities should be incorporated weekly into each lesson.
<p>2. Reading Literature; Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Style Diction Syntax Citing textual evidence to support analysis Determining a theme or central idea of a text Analysis of how an author unfolds a series of events or ideas Word choice Point of view Determining word meaning through context Critical viewing Response to literature related to style Informal writing Collaborative discussion Conventions of standard English Figures of speech 	<p>Weeks 1- 2 Periods: 8</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.6 W.9-10.2 W.9-10.4 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4a L.9-10.5a L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Comparing Literary Works pp. 96-97 “Marian Anderson, Famous Concert Singer” (1230L) pp. 98-103; 107 “Tepeyac” (2690L) pp. 104-107 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> (Comparing Texts, Vocabulary Central, The Big Question, Meet the Authors) <u>While You Read</u> (Reading Selections, Critical Thinking Questions) <u>After You Read</u> (Skill Questions) 	<p>Reading</p> <ul style="list-style-type: none"> “Marian Anderson, Famous Concert Singer” (nonfiction) “Tepeyac” (fiction) <p>Writing</p> <ul style="list-style-type: none"> Student-created style chart Student-written essay that compares/contrasts the style of the two reading selections <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion <p>Language</p> <ul style="list-style-type: none"> Figures of speech Conventions of standard English <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Critical thinking questions Critical viewing Selection tests Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Students find poems written by Langston Hughes that could serve as companion pieces to his biography of Marian Anderson.

				<ul style="list-style-type: none"> Teacher models a think aloud for determining word meaning.
<p>3. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Comparison/contras t Irony Paradox Citing textual evidence to support analysis Determining a theme or central idea of a text Word choice Informative writing Producing writing appropriate to audience and purpose The writing process Informal writing 	<p>Weeks 2 - 4 Periods: 7</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.4 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Comparing Literary Works pp. 188-189 “Like the Sun” (670L) pp. 190-194 “The Open Window” (1030L) pp. 195-198 After You Read p. 199 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> pp. 212-228 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> (Comparing Texts, Vocabulary Central, The Big Question, Meet the Authors) <u>While You Read</u> (Reading Selections, Critical Thinking Questions) <u>After You Read</u> (Skill Questions) 	<p>Reading</p> <ul style="list-style-type: none"> “Like the Sun” (fiction) “The Open Window” (fiction) <p>Writing</p> <ul style="list-style-type: none"> Student-written essay comparing and contrasting the concepts of honesty and deception in the reading selections. Journal: Comparing Irony and Paradox Journal: Side-Column Notes <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion <p>Language <i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets <p>Assessments</p> <ul style="list-style-type: none"> Critical viewing Critical thinking questions Self-tests Selection tests Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Model the skill of comparing irony and paradox by using the think-aloud reading strategy. Students research Indian music and give a brief presentation of their findings.

<p>4. Writing; Reading Informational Text; Speaking and Listening; Language</p> <p>Writing: Narrative</p> <ul style="list-style-type: none"> • Prewriting • Visual text analysis • Quest narrative (archetypal journey) • Point of view • Narrative invention • Interdisciplinary and authenticating material • Peer review: revision and editing • Publishing • Close reading 	<p>Weeks 4 - 6 Periods: 12</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.3 • RI.9-10.4 • RI.9-10.5 • W.9-10.3a-e • W.9-10.4 • W.9-10.5 • W.9-10.6 • SL.9-10.1a-e • SL.9-10.5 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.6 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • <u>Writing Workshop</u> Narration: Autobiographical Narrative pp. 108-113 • <u>Writer’s Toolbox: Conventions</u> Using Possessive Nouns Correctly p. 111 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 4: Narration pp. 48-75 • Chapter 28, Section 28.6: Apostrophes With Possessive Nouns pp. 712-716 • Chapters 16-28: Grammar, Usage, and Mechanics pp. 337-729 <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • “Occupation: Conductorette” (1050L) pp. 76-85 <p><i>Unit 1 Resources</i></p> <ul style="list-style-type: none"> • “Occupation: Conductorette” pp. 87-95, 99-107 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video 0:53), Meet the Author, Background Video (0:30), Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking Questions) • <u>After You Read</u> (Grammar Tutorial, Grammar Practice) <p>Internet*</p> <ul style="list-style-type: none"> • Venn diagram • Word chart organizer • <i>The Lion King</i> as heroic quest • Theodor Kittelsen’s <i>Soria Moria</i> • Norman Rockwell’s <i>The Problem We All Deal With</i> • Excerpt from Ruby Bridges’ <i>Through My Eyes</i> 	<p>Writing Prompt After reading and reflecting on Theodor Kittelsen’s <i>Soria Moria</i> , Norman Rockwell’s <i>The Problem We All Deal With</i>, and Maya Angelou’s “Occupation: Conductorette,” write a personal narrative that describes a difficult quest you undertook to achieve a personal or social goal. L2 Use dialogue, imagery, figurative language, conflict, character, setting, and point of view to develop the narrative. L3 Integrate visual, auditory, and/or digital documents that provide evidence or enhance the effect of your experience.</p> <p>Reading</p> <ul style="list-style-type: none"> • “Occupation Conductorette” (nonfiction) • <i>Soria Moria</i> (painting) • <i>The Problem We All Deal With</i> (painting) • Excerpt from Ruby Bridges’ <i>Through My Eyes</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Quick write • Venn diagram with partner • Visual text analysis • Identification of elements of the quest narrative • Document analysis <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <ul style="list-style-type: none"> • Use of standard English conventions • Figurative language <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary
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<p>5. Reading Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Visual imagery • Vocabulary • Theme/main idea • Close reading • Word choice • Syntax • Inference 	<p>Weeks 6 - 9 Periods: 16</p>	<ul style="list-style-type: none"> • RI.9-10.1 • RI.9-10.2 • RI.9-10.3 • RI.9-10.4 • RI.9-10.5 • RI.9-10.6 • RI.9-10.7 • RI.9-10.8 • RI.9-10.9 • RI.9-10.10 • W.9-10.10 • SL.9-10.1 • SL.9-10.3 • L.9-10.1 • L.9-10.2 • L.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • A model lesson including ancillary material for teaching the primary source documents <i>Common Sense</i> (excerpt) and The Declaration of Independence is located online at the curriculum guide website. 	<p>Reading</p> <ul style="list-style-type: none"> • <i>Common Sense</i> (excerpt) • The Declaration of Independence • “The Homework Revolution” <p>Writing</p> <ul style="list-style-type: none"> • Quick write • Students annotate texts. • Journal writing • Students create their own declaration of independence. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Reading aloud • Group presentations <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities • Word choice • Syntax

				<p>Assessments</p> <ul style="list-style-type: none"> • Writing tasks • Discussion <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Have students compose a letter from England's point of view. • Socratic Seminar: Is America a place where all men are equal? Does everyone today have the right to life, liberty, and the pursuit of happiness? • Poster project • Ask students to evaluate other political documents in regard to the influence of the Declaration of Independence on their creation. • Read Langston Hughes' "Let America Be America Again" and Wendy Rose's "Three Thousand Dollar Death Song" and respond to the question: How do these poems challenge the idea(l) of opportunity and equality for all?
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* This guide is based on 50 minute periods and should be adjusted to fit alternative schedules.

Standards: **RL = Reading Literature; **RI** = Reading Information; **W** = Writing; **SL** = Speaking and Listening; **L** = Language