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 Extent Experience Determines Perception Unit

Big Question: What kind of knowledge changes our lives?, To what extent does experience determine what we perceive?

Nonfiction (3 selections)

-The Sun Parlor‖ **OR**
-In Commemoration: One Million Volumes‖
from Desert Exile
from The Way to Rainy Mountain Dramatic Literature (1 selection)

Dramatic Literature (1 selection)

Teacher choice of *Antigone* or *The Tragedy of Julius Caesar*

Optional Informational/Explanatory Writing Prompt: The writing assignment in the curriculum resources is the former capstone writing assignment for grade 10. You may still use this valid assignment, or replace it with informational/explanatory writing pieces of your choice.

COLUMBUS CITY SCHOOLS
ENGLISH GRADE 10

Extent Experience Determines Perception Unit				
Unit/Topics	**Periods**	**Common Core State Standards**	**Textbook/Supplemental Materials**	**Assessments/Assignments**
1. Reading for Information; Reading Literature; Writing; Speaking and Listening; Language **This informational/explanatory writing assignment is also part two of the senior capstone assignment.** Research Note-taking Works cited page Drafting Organizational strategies Outlining Claim statement Avoiding plagiarism Direct vs. indirect quotations Sentence variety Comma usage Writers' seminar (peer review) Multimedia presentation	Weeks 1-3 Periods: 11	**RI.9-10.1** **RI.9-10.2** **RI.9-10.5** **RI.9-10.7** **RI.9-10.8** **RL.9-10.1** **RL.9-10.2** **RL.9-10.4** **W.9-10.2** **W.9-10.5** **W.9-10.6** **W.9-10.7** **W.9-10.8** **W.9-10.9** **SL.9-10.1** **SL.9-10.4** **SL.9-10.5** **SL.9-10.6** **L.9-10.1** **L.9-10.2** **L.9-10.3**	**Textbook (hard copy or eBook)** *Writing and Grammar* • Chapter 12: Research Writing pp. 244-275 • Chapter 3: Sentences, Paragraphs, and Compositions pp. 29-45 • Chapter 21: Effective Sentences pp. 484-515 • Chapter 28: Punctuation pp. 648-725 • Chapter 8: Persuasion – Advertisement pp. 152-169 **On-line Resources** • The OWL at Purdue	**Writing** Note-taking Student created outline and claim statement • Student-written research paper with works cited page **Speaking and Listening** Whole group discussion Small group discussion Small group writers' seminars (peer review) • Whole group assessment of sample student research paper • Student-created multimedia presentation (public service announcement) • Whole class question/answer session • in reference to student presentations

			CCS Website • **This lesson may be found in the writing folder on the CCS curriculum guide website.**	
The Big Question: What kind of knowledge changes our lives? 2. Reading for Information; Writing; Speaking and Listening; Language • Close reading • Main idea and supporting details • Reflective essay • Determining word meaning through roots and affixes • Critical viewing • Summarization • Determining word meaning through context • Informal writing	Week 3 Periods: 3	• **RI.9-10.1** • **RI.9-10.3** • **RI.9-10.4** • **RI.9-10.10** • **W.9-10.4** • **W.9-10.10** • **SL.9-10.1** • **L.9-10.1** • **L.9-10.2** • **L.9-10.3** • **L.9-10.4** • **L.9-10.6**	**Textbook (hard copy or eBook)** *Literature: Language and Literacy* • ‒The Sun Parlor‖ (980L) pp. 486-497 **OR** • *from* In Commemoration: One Million Volumes (1060L) pp. 486-487; 498-507 *Unit 3 Resources* • pp. 62-79 (‒The Sun Parlor‖) • pp. 80-88 (*from* In Commemoration: One Million Volumes) **Technology** Interactive Digital Path • Before You Read [Get Connected Video (0:50/0:51), The Big Question, Meet the Author, Background Video (0:23/0:39), Vocabulary Central, Reading Skill, Literary Analysis] • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions,	**Reading** • ‒The Sun Parlor‖ (nonfiction) **OR** • *from* In Commemoration: One Million Volumes (nonfiction) **Writing** • Journal: Image Essay • Student-created main idea/details chart • Student-written summary of Sis's reaction to the sun parlor **Speaking and Listening** • Whole group discussion **Language** *Vocabulary Central* • Vocabulary • Music • Games • Worksheets **Assessments** • Critical thinking questions • Critical viewing • Selection tests • Open-book test **Intervention/Enrichment** • From ‒The Sun Parlor,‖ students work in pairs to dramatize scenes between the author and Sis at the beginning and the end of the selection. • Students write a brief memoir. • Students prepare and present an oral recollection.

				Grammar Tutorial, Grammar Practice, Writing, Research and Technology)	
The Big Question: To what extent does experience determine what we perceive? 3. Reading Literature; Writing; Speaking and Listening; Language • Close reading • Dramatic structure • Critical viewing • Text annotation • Protagonist • Antagonist • Denotation and connotation • Summarization • Tone • Diction • Argumentation (logos, pathos, ethos) • Foreshadowing • Determining word meaning through roots and affixes • Theme • Determining word meaning through context • Conflict • Greek tragedies • Critique of the treatment, scope, and organization of ideas from multiple sources • Plot • Shakespearean tragedies • Blank verse (*Julius Caesar*) • Paraphrasing • Characterization • Dramatic speeches (dialogue, monologue, soliloquy, aside) • Stress and inflection • Imagery • Inference	Weeks 4-9 Periods: 25	• **RL.9-10.1** • **RL.9-10.2** • **RL.9-10.3** • **RL.9-10.4** • **RL.9-10.5** • **RL.9-10.7** • **RL.9-10.9** • **RL.9-10.10** • **W.9-10.4** • **W.9-10.10** • **SL.9-10.1** • **SL.9-10.6** • **L.9-10.1** • **L.9-10.2** • **L.9-10.3** • **L.9-10.4** • **L.9-10.5** • **L.9-10.6**	**Textbook (hard copy or eBook)** *Literature: Language and Literacy* • Introducing the Big Question pp. 790-791 • The Greek Theater pp. 808-809 • *Antigone* pp. 810-859 • Informational Texts p. 864 • Drama Review: ―Santa Claus Meets Sophocles‖ p. 865 • Drama review: ―A ‗Prequel‘ to Antigone‖ p. 866 **OR** • The Shakespearean Theater pp. 884-885 • *The Tragedy of Julius Caesar"* pp. 886-1001 *Unit 5 Resources* • pp. 23-64 (*Antigone*) • pp. 91-184 (*Julius Caesar*) **Technology** Interactive Digital Path *Antigone* • Introducing the Big Question [Big Question Video (1:05), Introduction, Vocabulary Central] *Antigone,* Part 1:	**Reading** • *Antigone* (fiction) **OR** • *The Tragedy of Julius Caesar* (fiction) **Writing** • Student-created summary chart • Journal: To what extent does experience determine what we perceive? • Journal: Image Essays • Students write character analyses of Antigone and Creon. (*Antigone*) • Students create working definitions of the themes found in *Antigone*. • Quick writes • Students write a reflection on a personal connection to one of the themes in *Antigone*. • Students write about a time in their lives when they identified with either an antagonist or a protagonist. • Students write about a time they wanted something from someone in a position of authority. • Students write about a prayer, song, or ritual they use in times of strife or trouble. • Students write a prediction about what they think will happen in the final scene of the play. • Students paraphrase Brutus‘ remarks to Lucius in lines 229-233 on p. 924 (*Julius Caesar*). **Speaking and Listening** • Whole group discussion • Form student discussion groups to analyze the conflicts introduced in

• Tragic hero • Informal writing			• Before You Read [Greek Theater, Get Connected Video (0:48), The Big Question, Meet the Author, Background Video (0:41), Vocabulary Central, Reading Skill, Literary Analysis] • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) *Antigone,* Part 2: • Before You Read (Vocabulary Central, Reading Skill, Literary Analysis) • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) • Informational Texts (Informational Texts) *Julius Caesar,* Act I • Before You Read [Shakespearean Theater, Get Connected Video (0:57), The Big Question, Meet the	*Antigone* or *Julius Caesar.* • Student performances (*Antigone*) **Language** *Vocabulary Central* • Vocabulary • Music • Games • Worksheets *Grammar and Usage* • Participles and gerunds (*Antigone*) • Independent and subordinate clauses (*Antigone*) • Absolutes and absolute phrases (*Julius Caesar*) **Assessments** • Critical thinking questions • Critical viewing • Selection tests • Open-book test • Class discussions • Entrance and exit tickets • Homework **Intervention/Enrichment** • Students create a family tree for the royal family of Thebes (*Antigone*). • Students write the sentry's report about the burial of Polyneices (*Antigone*). • Students stage Act II, Scene i from the conspirators' entrance to their exit (lines 86-228). (*Julius Caesar*) • Students compare/contrast the marriages of Brutus/Portia and Caesar/Calpurnia in Act II, scenes i and ii. • Students memorize one of the following orations and deliver it to the class: Brutus—Act III, Scene ii, lines 12-34 or Antony—Act III, Scene ii, lines 74-108. (*Julius Caesar*)

			Author, Background Video (0:43), Vocabulary Central, Reading Skill, Literary Analysis] • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions) *Julius Caesar,* Act II through Act IV • Before You Read (Vocabulary Central, Reading Skill, Literary Analysis) • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions) *Julius Caesar,* Act V • Before You Read (Vocabulary Central, Reading Skill, Literary Analysis) • While You Read (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) **CCS Website** • **A complete lesson for *Antigone* may be found in the reading folder on the CCS curriculum**	

			guide website.	

The Big Question: What kind of knowledge changes our lives?
4. Reading for Information; Writing; Speaking and Listening; Language
• Close reading
• Comparing authors' purposes
• Critical viewing
• Determining word meaning through context
• Informal writing
	Week 9
	Periods: 3
		• **RI.9-10.1**
		• **RI.9-10.2**
		• **RI.9-10.3**
		• **RI.9-10.4**
		• **RI.9-10.6**
		• **RI.9-10.10**
		• **W.9-10.2**
		• **W.9-10.4**
		• **W.9-10.10**
		• **SL.9-10.1**
		• **L.9-10.1**
		• **L.9-10.2**
		• **L.9-10.3**
		• **L.9.10.4**
		• **L.9-10.6**
			Textbook (hard copy or eBook)
			Literature: Language and Literacy
			• Comparing Literary Works pp. 584-585
			• *from* Desert Exile (1270L) pp. 586-594, 603
			• *from* The Way to Rainy Mountain (1020L) pp. 595-603
			Unit 3 Resources
			• pp. 205-221
			
			Technology
			Interactive Digital Path
			• Before You Read (Comparing Texts, Vocabulary Central, The Big Question, Meet the Authors)
			• While You Read (Reading Selections, Critical Thinking)
			• After You Read (Skill Questions)
				Reading
				• *from* Desert Exile (nonfiction)
				• *from* The Way to Rainy Mountain (nonfiction)
				Writing
				• Student-written essay comparing the authors' purposes
				
				Speaking and Listening
				• Whole group discussion
				
				Language
				Vocabulary Central
				• Vocabulary
				• Music
				• Games
				• Worksheets
				
				Assessments
				  Critical thinking questions
				  Critical viewing
				  Selection tests
				  Open-book test
				
				Intervention/Enrichment
				• In small groups, students research libraries for memoirs and other personal accounts of historical events.
				• Students locate poetry by Momaday and conduct a poetry reading.

* 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