

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 Progress without Conflict Unit

Big Question: Can progress be made without conflict?

Fiction (2 selections)

“A Visit to Grandmother” **OR** “A Problem”
“The Censors”

Nonfiction (4 selections)

“The Frontiers of Art and Propaganda”
Editorial on the Anniversary of the Fall of The Berlin Wall
“Voices from the Wall”
“The Leader in the Mirror”

Poetry (3 poems)

“Who’s For the Game?”
“Dulce et Decorum Est”
“Anthem for Doomed Youth”

Novel/Nonfiction (1 selection)

Teacher choice (Appendix B of Ohio’s Learning Standards has an Exemplar list.)

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**

Progress without Conflict Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Can progress be made without conflict?</p> <p>1. Reading Literature, Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Close reading Short story Plot Conflict Setting Character • Characterization • Inference • Critical viewing • Determining word meaning through context • Determining word meaning through roots and affixes • Sources in research • Informal writing • • • 	<p>Week 1 Periods : 5</p>	<p>RL.9-10.1 RL.9-10.3 RL.9-10.6 RL.9-10.10 RI.9-10.1 W.9-10.2</p> <ul style="list-style-type: none"> • W.9-10.9 • W.9-10.10 • SL.9-10.1 • L.9-10.1 • L.9-10.2 • L.9-10.4 • • • • • • 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> The Big Question pp. 222-223 Exploring Short Stories pp. 226-227 “A Visit to Grandmother” (700L) pp. 238- 253 OR</p> <ul style="list-style-type: none"> • “A Problem” (800L) pp. 238-239; 254-265 • • <i>Unit 2 Resources</i> • pp. 23-40 (“A Visit to Grandmother”) pp. 41-49 and 53-61 (“A Problem”) • <i>Writing and Grammar</i> • Chapter 22, Section 1 pp. 523-524 • • Technology Interactive Digital Path • <u>Before You Read</u> [Get Connected Video (0:49/0:50), The Big Question, Meet the Author, Background Video (0:23/0:31), Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking) • After You Read (Skill Questions, 	<p>Reading The Big Question (nonfiction) Exploring Short Stories (nonfiction)</p> <ul style="list-style-type: none"> • “A Visit to Grandmother” (fiction) OR • “A Problem” (fiction) • <p>Writing</p> <ul style="list-style-type: none"> • Student-written paragraph responding to The Big Question • Student-created inference chart • Students write two brief retellings of the events that took place in the selection they read. • Write a report on sources for a research project about either the • Great Migration from the rural • South to northern cities or social status in Russia during the 19th century. <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

				<ul style="list-style-type: none"> • Music • Games • Worksheets <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Selection tests • Open-book test <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students make a list of interesting words and phrases found in the short story that they have read. • Students research the practice of sending criminals to Siberia.
<p>2. Reading Literature, Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> • Close reading • Vocabulary • Rhyme • Rhythm • Meter • Socratic seminar • Reflective writing • Argumentative writing 	<p>Weeks 2-5 Periods: 16</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.4 • RL.9-10.5 • RL.9-10.6 • RL.9-10.7 • RL.9-10.9 • 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 • W.9-10.1 • W.9-10.9 • W.9-10.10 • 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 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • Model lesson for this WWI literature can be found on the district’s curriculum guide website. <p>Internet Resources</p> <ul style="list-style-type: none"> • “The Frontiers of Art and Propaganda” by George Orwell http://georgeorwellnovels.com/broadcasts/the-frontiers-of-art-and-propaganda/ • “Dulce et Decorum Est” by Wilfred Owen http://www.warpoetry.co.uk/owen1.html • “Who’s For the Game?” by Jessie Pope http://allpoetry.com/poem/8605785-Whos_for_the_Game_-by-Jessie_Pope • Links to other resources may be found within the lesson. 	<p>Reading</p> <ul style="list-style-type: none"> • “The Frontiers of Art and Propaganda” (nonfiction) • “Who’s For the Game?” (poetry) • “Dulce et Decorum Est” (poetry) <p>Writing</p> <ul style="list-style-type: none"> • Students write to the following prompt: Are art and propaganda different or similar? In what ways? • Reflective writing based on readings and class discussions • Students complete a “cold reading” of a poem and compose an essay in which they argue whether the poem is art, propaganda, or both. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Partner discussion • Whole class discussion • Small group discussion • Socratic seminar <p>Language</p> <ul style="list-style-type: none"> • Conventions of standard English when writing or speaking • Acquisition of vocabulary

				<p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Students walk to the beat of a poem by stepping heavily on stressed syllables and lightly on unstressed syllables.
<p>3. Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Paraphrase to connect ideas Close reading Comparing/contrasting Features of an editorial Features of a primary source document Timed writing: editorial 	<p>Week 6 Periods : 2</p>	<ul style="list-style-type: none"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.5 RI.9-10.6 W.9-10.10 	<p>Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Informational Texts p. 402 Editorial on the Anniversary of the Fall of the Berlin Wall pp. 403-404 “Voices from the Wall” pp. 405-406 Test Practice: Informational Texts p. 407 <p>Technology Interactive Digital Path</p> <ul style="list-style-type: none"> Informational Texts <p>Essay Scorer Prompt: Editorial Addressing a Local Issue</p>	<p>Reading</p> <ul style="list-style-type: none"> Editorial on the Anniversary of the Fall of the Berlin Wall (nonfiction) “Voices from the Wall” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> Timed Writing: Editorial Addressing a Local Issue (essay scorer) <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion <p>Assessments</p> <ul style="list-style-type: none"> Comparing informational texts <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> Students work in groups to research and learn more about people’s individual reactions to the fall of the Berlin Wall.
<p>4. Reading Literature, Reading for Information, Writing, Speaking and Listening, Language</p> <ul style="list-style-type: none"> Close reading Comparing/contrasting Tone Critical viewing Determining word meaning using context Informal writing 	<p>Week 6 Periods : 3</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.4 RL.9-10.10 RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.4 W.9-10.2 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.4 	<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 “The Censors” (1170L) pp. 410-413, 419 “The Leader in the Mirror” (1210L) pp. 414-419 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> pp. 205-221 <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) 	<p>Reading</p> <ul style="list-style-type: none"> “The Censors” (fiction) “The Leader in the Mirror” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> Student-created tone chart Students-written essay that compares/contrasts the tone of the two reading selections <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

			<ul style="list-style-type: none"> • <u>After You Read</u> (Skill Questions) 	<ul style="list-style-type: none"> • 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 censor an article or an editorial from the newspaper. Then they share their work with a partner.
<p>5. Reading for Information; Reading Literature; Writing; Speaking and Listening; Language</p> <p>This informational/explanatory writing assignment is also part one of the senior capstone assignment.</p> <p>Prewriting</p> <p>Analysis of historical</p> <ul style="list-style-type: none"> • documents • Brainstorming • Socratic Seminar • Author’s purpose • Paraphrasing • Bias/fallacious reasoning • Research • Evaluating sources • Annotated bibliography • • 	<p>Weeks 7-8</p> <p>Periods: 8</p>	<ul style="list-style-type: none"> • 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 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Editorial on the Anniversary of the Fall of the Berlin Wall pp. 402-404 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 12: Research Writing pp. 244-275 <p>On-line Resources</p> <ul style="list-style-type: none"> • Merriam-Webster Dictionary • Preamble to the Constitution • The Bill of Rights • Socratic Seminar • Hero posters • Infohio • The OWL at Purdue • University of Pennsylvania Library 	<p>Writing</p> <ul style="list-style-type: none"> • Students assume the role of the leader of a newly-formed independent country. As leader, they create a brief statement that outlines the reasons for the founding of a new nation. Next, they make a list of 10 fundamental laws that will ensure the human welfare of its citizens. • Student-written paraphrases • Student-written annotated bibliography <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • In small groups, students generate topic ideas related to human welfare. <p>Reading</p> <ul style="list-style-type: none"> • Editorial on the Anniversary of the Fall of the Berlin Wall (nonfiction)
<p>6. Reading for Literature, Reading for Informational Text, Writing, Speaking and Listening, Language</p>	<p>Weeks 8-9</p> <p>Periods: 6</p>	<p>Teach the Common Core State Standards as needed to prepare students</p>	<p>Novels/Fiction/Nonfiction / Drama Suggestions:*</p> <ul style="list-style-type: none"> • Achebe, Chinua. <i>Things Fall Apart</i> • Alvarez, Julia. <i>In the Time of Butterflies</i> • Angelou, Maya. <i>I Know</i> 	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction or nonfiction depending upon teacher choice.

<p>Teach the Common Core State Standards as needed to prepare students for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>		<p>for the AIR assessments in Reading and Writing, and to prepare students to be college and career ready.</p>	<p><i>Bird Sings</i></p> <ul style="list-style-type: none"> • Bradbury, Ray. <i>Fahrenheit 451</i> • Henry, O. “The Gift of the Magi” • Henry, Patrick. “Speech to the Second Virginia Convention” • Homer. <i>The Odyssey</i> • Ionesco, Eugene. <i>Rhinoceros</i> • King, Jr., Martin L. “Letter from Birmingham Jail” • Lee, Harper. <i>To Kill a Mockingbird</i> • Lincoln, Abraham. “Gettysburg Address” • Ovid. <i>Metamorphoses</i> • Quindlen, Anna. “A Quilt of a Country” • Shakespeare, William. <i>The Tragedy of Macbeth</i> • Steinbeck, John. <i>The Grapes of Wrath</i> • Tan, Amy. <i>The Joy Luck Club</i> • Turgenev, Ivan. <i>Fathers and Sons</i> • Washington, George. “Farewell Address” • Williams, Tennessee. <i>The Glass Menagerie</i> • Wright, Richard. <i>Black Boy</i> • Zusak, Marcus. <i>The Book Thief</i> <p>*The above is not meant to be a required reading list. Use your professional judgment of the text and your students to make your selection. In keeping with the guidelines established by the Common Core State Standards, your choice should be similar in complexity and quality to the titles on the list above. For detailed information on text complexity, access Appendix B of the Common Core State Standards using the following link: www.corestandards.org/assets/Appendix_B.pdf</p>	<p>Writing</p> <ul style="list-style-type: none"> • Journal writing • In-class essays • Creative writing <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • Small group discussion • Pair work <p>Language</p> <ul style="list-style-type: none"> • Integrated vocabulary activities • Integrated grammar and usage activities <p>Assessments</p> <ul style="list-style-type: none"> • Portfolio projects • Multimedia presentations • Tests/quizzes <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Teacher-modeled reading strategies • Students write a different ending for a story. • Students create and perform a scene based on a section of the reading. • Students will write letters to the author or main characters in the books asking them to unpack their motivations.
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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