

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 Who is a Hero Unit

Big Question: Can anyone be a hero?, Does all communication serve a positive purpose?, Can progress be made without conflict?

Fiction (3 selections)

“Prometheus and the First People” **OR** “The Orphan Boy and the Elk Dog”

from Sundiata: An Epic of Old Mali

“There Will Come Soft Rains”

Nonfiction (4 selections)

Introducing The Big Question

Introduction: Themes in Literature

from Places Left Unfinished at the Time of Creation

“Why We Love Sci-Fi: It Boldly Goes Where Other Stories Can’t”

Poetry (3 poems)

Collection 7: “The Weary Blues,” “In Flanders Fields,” and “Jazz Fantasia” **OR**

Collection 8: “Meeting at Night,” “The Kraken,” and “Reapers”

Visual Literacy (2 selections)

Film: Monsanto’s House of the Future, 1957

Video: *Star Trek The Next Generation*, “The Arsenal of Freedom”

Novel/Nonfiction (1 selection)

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

Optional Argumentation Writing Prompt:

After categorizing the types of heroes and analyzing the characteristics and qualifications of heroism from discussions, visual texts, and print texts, write an essay that identifies and describes a national hero or a personal hero, and argue for three characteristics or qualifications that constitute heroism. Support your discussion with evidence from your prewriting activities. L2 Include opposing viewpoints. L3 What implications does this analysis of heroism reveal about the beliefs and values of contemporary United States culture?

**COLUMBUS CITY SCHOOLS
ENGLISH GRADE 10**

Who is a Hero Unit				
Unit/Topics	Periods	Common Core State Standards	Textbook/Supplemental Materials	Assessments/Assignments
<p>The Big Question: Can anyone be a hero?</p> <p>1. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Archetypes Historical context Myths Legends Folk tales • Fairy tales • Determining word meaning through context • Critical viewing • Author's perspective • Cultural context • Informal writing • • • • 	<p>Week 1 Periods: 4</p>	<ul style="list-style-type: none"> RL.9-10-1 RL.9-10-2 • RL.9-10-3 • RL.9-10-5 • RL.9-10-6 • RL.9-10-10 • RI.9-10.1 RI.9-10.10 W.9-10.4 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)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> The Big Question pp. 1046-1047 Introduction: Themes in Literature • pp. 1048-1051 • Model Selection: <i>from Places Left Unfinished at the Time of Creation</i> pp. 1052-1061 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> • pp. 7-22 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Introducing the Big Question</u> [Big Question Video (0:35), Introduction, Vocabulary Central] • <u>Introduction: Oral Tradition</u> [Introduction, Meet the Author Video (2:58)] • <u>Learning About the Genre</u> [Learning About Oral Tradition, Oral Tradition Video (2:41)] • <u>Model Selection</u> (Model Selection: Oral Tradition, <i>from Places Left Unfinished at the Time of Creation</i>) • <u>After You Read</u> (Critical Thinking, Oral Tradition Review, Research the Author) 	<p>Reading</p> <ul style="list-style-type: none"> The Big Question (nonfiction) Introduction: Themes in Literature (nonfiction) • Literature (nonfiction) • <i>from Places Left Unfinished at the Time of Creation</i> (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Can anyone be a hero? <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <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 • Selection tests • Open-book test • <p>Intervention/Enrichment</p> <ul style="list-style-type: none"> • Students research their own cultural histories and report to

				<p>the class.</p> <ul style="list-style-type: none"> Students write a memoir, concentrating on one event or situation.
<p>The Big Question: Can anyone be a hero?</p> <p>2. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> Close reading Myths Cultural context Determining word meaning through roots and affixes Determining word meaning through analogous relationships Critical viewing Simple and compound sentences Informal writing 	<p>Weeks 1-2 Periods: 4</p>	<ul style="list-style-type: none"> RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.10 W.9-10.4 W.9-10.9 W.9-10.10 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> Before You Read pp. 1062-1063 “Prometheus and the First People” (1090L) pp. 1064-1073 OR “The Orphan Boy and the Elk Dog” (960L) pp. 1074-1087 Integrated Language Skills pp. 1088-1089 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> Chapter 4, Section 4 p. 62 Chapter 21, Section 2 pp. 489-495 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> pp. 23-40 (“Prometheus and the First People”) pp. 41-49, 53-61 (“The Orphan Boy and the Elk Dog”) Integrated Language Skills: Grammar p. 50 Integrated Language Skills: Support for Writing a Myth p. 51 Integrated Language Skills: Extend Your Learning p. 52 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> <u>Before You Read</u> [Get Connected Video (0:47/0:49), The Big Question, Meet the Author, Background Video (0:20/0:25), Vocabulary Central, Reading Skill, Literary Analysis] <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking) <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Research and Technology) 	<p>Reading</p> <ul style="list-style-type: none"> “Prometheus and the First People” (fiction) OR “The Orphan Boy and the Elk Dog” (fiction) <p>Writing</p> <ul style="list-style-type: none"> Journal: Image Essay In small groups, students create a graphic organizer that divides the world into air, land and sea. Then they list the animals mentioned by Epimetheus, along with the animal’s special power, in the appropriate section. Lastly, students add humans to the diagram. Student-created myth chart Students write a contemporary myth. <p>Speaking and Listening</p> <ul style="list-style-type: none"> Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> Vocabulary Music Games Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> Simple and compound sentences <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 retell a myth to the class. • Students illustrate a scene from the myth they have read.
<p>The Big Question: Can anyone be a hero?</p> <p>3. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Characterization • Theme • Epic • Epic hero • Cultural context • Critical viewing • Determining word meaning through context • Determining word meaning through dictionary usage • Complex and compound-complex sentences • Informal writing 	<p>Weeks 2-3 Periods: 4</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.3 • RL.9-10.5 • RL.9-10.6 • RL.9-10.10 • W.9-10.4 • W.9-10.9 • 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 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Before You Read pp. 1090-1091 • <i>from Sundiata: An Epic of Old Mali</i> (920L) pp. 1092-1105 • Integrated Language Skills pp. 1118-1119 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 4, Section 4 p. 62 • Chapter 21, Section 2 pp. 489-495 <p><i>Unit 6 Resources</i></p> <ul style="list-style-type: none"> • pp. 62-79 (<i>from Sundiata: An Epic of Old Mali</i>) • Integrated Language Skills: Grammar p. 89 • Integrated Language Skills: Support for Writing a Newspaper Report p. 90 • Integrated Language Skills: Support for Extend Your Learning p. 91 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:49), The Big Question, Meet the Author, Background Video (0:28), Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Speaking and Listening) 	<p>Reading</p> <ul style="list-style-type: none"> • <i>from Sundiata: An Epic of Old Mali</i> (fiction) <p>Writing</p> <ul style="list-style-type: none"> • Journal: Image Essay • In pairs, students practice pronouncing characters' names and draw family trees from Sundiata's family. • Student-written newspaper report of events at the end of the reading selection. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion • In groups of 3 or 4, improvise a scene about the following situation: a queen of Mali, her son, a rival queen, and a sage discuss an insult the rival queen delivered to the queen. <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • Complex and compound-complex sentences <p>Assessments</p> <ul style="list-style-type: none"> • Critical thinking questions • Critical viewing • Selection tests • Open-book test

				Intervention/Enrichment <ul style="list-style-type: none"> Students define what heroism is in the real world.
4. Reading Informational Text; Writing; Speaking and Listening; Language Writing: Argumentation <ul style="list-style-type: none"> Prewriting strategies Drafting strategies Claim statement (thesis) Analysis of print and visual texts Ethos, pathos, logos Audience, purpose, occasion Analysis of claims and counterclaims Simple vs. compound vs. complex sentences Parallel sentence structure Peer editing and revision Publishing 	Weeks 3-4 Periods: 8	<ul style="list-style-type: none"> RI.9-10.1 RI.9-10.2 RI.9-10.3 RI.9-10.6 RI.9-10.8 W.9-10.1 W.9-10.9 SL.9-10.1 L.9-10.1 L.9-10.2 L.9-10.3 	Textbook (hard copy or eBook) <i>Literature: Language and Literacy</i> <ul style="list-style-type: none"> from <u>Sundiata: An Epic of Old Mali</u> (920L) pp. 1092-1105 (review) Simple and compound sentences p. 1088 Complex and compound sentences p. 1118 Parallelism p. R22 Revising to Create Parallelism p. 609 <i>Writing and Grammar</i> <ul style="list-style-type: none"> Chapter 7: Persuasion pp. 124-149 Chapter 21: Effective Sentences pp. 484-517 Parallelism p. 138 Technology Internet: <ul style="list-style-type: none"> Photographs of civil rights figures, tank man from Tiananmen Square, firefighters from 9/11 (See links in lesson plan.) CCS Curriculum Guide Website <ul style="list-style-type: none"> This complete lesson may be found on the district's curriculum guide website. 	Writing <ul style="list-style-type: none"> Prompt: After categorizing the types of heroes and analyzing the characteristics and qualifications of heroism from discussions, visual texts, and print texts, write an essay that identifies and describes a national hero or a personal hero, and argue for three characteristics or qualifications that constitute heroism. Support your discussion with evidence from your prewriting activities. L2 Include opposing viewpoints. L3 What implications does this analysis of heroism reveal about the beliefs and values of contemporary United States culture? Prewriting: Students identify types of heroes, analyze the character traits, actions, and values of heroes, and write a claim statement using evidence from the activities and class discussions. Students practice writing claim statements. Speaking and Listening <ul style="list-style-type: none"> Whole group discussion Small group discussion followed by brief oral presentation from each group Peer review Language <ul style="list-style-type: none"> Simple, compound, and complex sentences

				<ul style="list-style-type: none"> • Parallelism • Knowledge of language and how it functions in different contexts <p>Assessment</p> <ul style="list-style-type: none"> • Use the LDCS writing rubric for argumentation.
<p>The Big Question: Does all communication serve a positive purpose?</p> <p>5. Reading Literature; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Close reading • Sound devices: alliteration, assonance, consonance, onomatopoeia • Paraphrase • Determining word meaning through roots and affixes • Critical viewing • Infinitives • Informal writing 	<p>Week 5 Periods: 2</p>	<ul style="list-style-type: none"> • RL.9-10.1 • RL.9-10.2 • RL.9-10.4 • RL.9-10.10 • W.9-10.1 • W.9-10.9 • SL.9-10.1 • 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>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Before You Read pp. 732-733 • Poetry Collection 7 pp. 734-741 OR • Poetry Collection 8 pp. 742-747 • Integrated Language Skills pp. 748-749 <p><i>Writing and Grammar</i></p> <ul style="list-style-type: none"> • Chapter 20, Section 1 pp. 458-460 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> [Get Connected Video (0:54/0:54), The Big Question, Meet the Author, Vocabulary Central, Reading Skill, Literary Analysis] • <u>While You Read</u> (Warm-ups, Reading Selection, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Research and Technology) 	<p>Reading</p> <ul style="list-style-type: none"> • Collection 7: “The Weary Blues,” “In Flanders Fields,” and “Jazz Fantasia” OR • Collection 8: “Meeting at Night,” “The Kraken,” and “Reapers” <p>Writing</p> <ul style="list-style-type: none"> • Student-created paraphrase chart • Student-written poem <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion <p>Language</p> <p><i>Vocabulary Central</i></p> <ul style="list-style-type: none"> • Vocabulary • Music • Games • Worksheets <p><i>Grammar and Usage</i></p> <ul style="list-style-type: none"> • Infinitives <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 draw freehand while

				listening to jazz music.
<p>The Big Question: Can progress be made without conflict?</p> <p>6. Reading Literature; Reading for Information; Writing; Speaking and Listening; Language</p> <ul style="list-style-type: none"> • Imagery • Irony • Personification • Setting • Compare/contrast • Diction • Syntax • Homophone • Contextual meaning of words • Plot • Symbolism • Simile • Allusion • Theme • Allegory 	<p>Weeks 5-7</p> <p>Periods: 10</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.9-10.9 • RL.9-10.10 • RI.9-10.1 • RI.9-10.2 • RI.9-10.4 • RI.9-10.5 • RI.9-10.10 • W.9-10.4 • W.9-10.9 • W.9-10.10 • SL.9-10.1 • SL.9-10.2 • SL.9-10.3 • L.9-10.4 • L.9-10.5 • L.9-10.6 	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <ul style="list-style-type: none"> • Making Connections p. 282 • Meet Ray Bradbury p. 283 • “There Will Come Soft Rains” pp. 284-292 • <u>After You Read</u> p. 293 <p><i>Unit 2 Resources</i></p> <ul style="list-style-type: none"> • pp. 80-88 <p>Technology</p> <p>Interactive Digital Path</p> <ul style="list-style-type: none"> • <u>Before You Read</u> (Get Connected Video, The Big Question, Meet the Author, Background Video, Vocabulary Central, Reading Skill, Literary Analysis) • While You Read (Warm-ups, Reading Selection, Critical Thinking) • <u>After You Read</u> (Skill Questions, Grammar Tutorial, Grammar Practice, Writing, Listening and Speaking) <p>Internet</p> <ul style="list-style-type: none"> • Information about the Cold War • Film: Monsanto’s House of the Future, 1957 (8:28) • Video: <i>Star Trek The Next Generation</i>. “The Arsenal of Freedom.” (exposition: 4:14) <p>CCS Curriculum Guide Website</p> <ul style="list-style-type: none"> • A complete lesson plan for “There Will Come Soft Rains” may be found on the district’s website. 	<p>Reading</p> <ul style="list-style-type: none"> • “There Will Come Soft Rains” (fiction) • “Why We Love Sci-Fi: It Boldly Goes Where Other Stories Can’t” (nonfiction) <p>Writing</p> <ul style="list-style-type: none"> • In small groups, students sketch and design their own House of the Future. • Exit ticket: How were people’s fears during the Atomic Age/Cold War exemplified in the story? • Students work with a partner to create an introductory paragraph for a sci-fi story that takes place in a classroom. <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Whole group discussion: What is sci-fi? • Whole group discussion on student reaction to the House of the Future • Students comment on classmates’ future home designs • In small groups, students discuss imagery, irony, or personification as used in the story. • Whole class discussion on the Cold War <p>Language</p> <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"> • <u>Artistic</u>: Have students explore the Robert Beckmann series “Nuclear Testing” (http://robertbeckmann.com/) and create their own artistic drawings to complement the story. Note: A PowerPoint of Beckmann’s series accompanying this lesson plan is available on the curriculum guide website. • <u>Film</u>: Students watch the film <i>WALL-E</i> and compare and contrast the post-apocalyptic worlds of the film and the Bradbury story. • <u>Research/Humanities</u>: Students research the ideologies and mindsets around the Cold War.
<p>7. Reading for Literature; Reading for Informational Text; Writing; Speaking and Listening; Language</p> <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>Weeks 7-9 Periods: 10</p>	<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>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 Why the Caged Bird Sings</i> • 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> 	<p>Reading</p> <ul style="list-style-type: none"> • The reading assignment will be either fiction or nonfiction depending upon teacher choice. <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

			<ul style="list-style-type: none"> 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>	<ul style="list-style-type: none"> 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 the story. Students create and perform a French scene based on a section of the reading.
8. Reading for Literature; Reading for Informational Text; Writing; Speaking and Listening; Language <ul style="list-style-type: none"> Review for final exams 	Week 9 Periods: 2	Review the Common Core State Standards as needed to prepare the students for the final examination.	<p>Textbook (hard copy or eBook)</p> <p><i>Literature: Language and Literacy</i></p> <p><i>Writing and Grammar</i></p>	Select reading, writing, speaking/listening, and language activities as necessary to prepare students for the final exam.
9. Reading for Literature; Reading for Informational Text; Writing; Speaking and Listening; Language <ul style="list-style-type: none"> Final exam Teacher work day 	Exam Week Periods: 3 + 1 teacher work day	Assess student understanding of the Common Core State Standards	<ul style="list-style-type: none"> Copy of final exam Writing utensils Teacher answer key 	Final assessment of student reading and writing skills

** 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