

GRADE 10: SCOPE & SEQUENCE ~ College Board, *SpringBoard* 2017-2018

<i>SpringBoard</i> UNIT	UNIT DESCRIPTION	Reading: <i>Literature</i>	Reading: <i>Informational</i>	Writing	Speaking and Listening	Language	Pre-AP/College Readiness Skills
Unit 1 <i>Cultural Conversations</i>	Unit 1 guides students’ explorations of culture and its components—nationality, family, ethnicity, gender, race, and subgroups—examining how these components shape their perceptions of themselves and the world around them. As students seek to understand their own culture and the cultures of others, they are able to evaluate different perspectives and adjust their own thinking by learning from others. Students will also explore the concept of cultural identity and diverse cultural perspectives by examining a variety of texts that range from personal reflections to short stories and art. By studying a wide range of texts representing a variety of cultural perspectives, students make connections to their own lives to better understand the interrelationships among multiple cultures.	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.9-10.10	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.9-10.8 RI.9-10.10	W.9-10.1 W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.9 10.10	SL.9-10.1 SL.9-10.2 SL.9-10.4	L.9-10.1 L.9-10.2 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> • Analyzing short selections that provide meaningful examples of linguistic grace and style—voice, syntax, tone, and structure • Writing a response in an academic voice that uses relevant and sufficient textual evidence to support analysis • Using AP strategies to analyze and evaluate style and writer’s craft • Synthesizing and evaluating information from a variety of short nonfiction pieces • Deconstructing and responding to a synthesis prompt like those used in the AP Language and Composition examination
ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher’s Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 10, Unit 1 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 10, Unit 1				Essential Questions: <ul style="list-style-type: none"> • How do cultural experiences shape, impact, or influence our identities and perceptions? • How do we synthesize multiple sources of information into a cohesive argument? 			
Unit 2 <i>Cultural Perspectives</i>	This unit asks students to think about their own culture and how their perspective of the world influences not only their stories, but how they interpret the stories of others. Students will analyze a variety of narratives for key narrative elements and narrative techniques to use in their own writing. In the second half of the unit, students explore the meaning of justice and how different societies perceive the idea of justice and injustice. To prepare for Embedded Assessment 2, students will examine a variety of texts that take a stand or convey	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.9-10.10	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.9-10.8 RI.9-10.9 RI.9-10.10	W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.2 SL.9-10.4 SL.9-10.6	L.9-10.1 L.9-10.2 L.9-10.3 L.9-10.4 L.9-10.6	<ul style="list-style-type: none"> • Reading closely to analyze a variety of genres • Applying theory to texts and situations involving justice and making connections among them • Making connections between reading and writing argumentative texts, identifying and explaining the author’s use of rhetorical strategies, including persuasive appeals and techniques • Reading closely to analyze how stylistic effects are achieved

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	an argument. Students will continue to explore the concept of justice in Units 3 and 4 through the study of <i>Things Fall Apart</i> , by Chinua Achebe, and the Greek tragedy <i>Antigone</i> .						<ul style="list-style-type: none"> Exploring literature's underlying social and cultural values through analysis and interpretation
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Unit 3 <i>Cultures in Conflict</i>	Unit 3 continues the exploration of culture by examining what happens to a community when outsiders try to influence it. As students read and analyze Chinua Achebe's novel <i>Things Fall Apart</i> , they will learn about the African Ibo culture, make connections to their own culture, and consider the novel's characters and their responses to the cultural change. Although the unit is primarily a novel study, students will have the opportunity to conduct research and present their findings in a group presentation. They will also have opportunities to refine their academic writing skills. Two poems and an interview with Chinua Achebe complement the novel. By the end of this unit, students should become more proficient in close reading, formal writing, literary analysis, research, and communication.	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.9-10.10	RI.9-10.1, RI.9-10.2 RI.9-10.3 RI.9-10.4 RI.9-10.10	W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.2 SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.1 L.9-10.4 L.9-10.5 L.9-10.6	<ul style="list-style-type: none"> Intensively studying a novel of literary merit Analyzing a novel and academic writing, including literary analysis Conducting research and evaluating and citing sources Demonstrating proficiency in all aspects of the writing process
	ELD Instruction: Leveled Differentiated Instruction as outlined in the ELA Teacher's Edition ELD Graphic Organizers <i>SpringBoard English Language Development</i> , Student Edition, Grade 10, Unit 3 <i>SpringBoard English Language Development</i> , Teacher Edition Grade 10, Unit 3				Essential Questions: <ul style="list-style-type: none"> How might a culture change when it encounters new ideas and members? How can an author use a fictional character to make a statement about culture? 		
Unit 4 <i>Dramatic Justice</i>	In this unit, students will explore how an author develops a character and uses character interaction to advance a narrative plot and to develop themes. By deconstructing monologues and presenting	RL.9-10.1 RL.9-10.2 RL.9-10.3 RL.9-10.4 RL.9-10.5		W.9-10.2 W.9-10.4 W.9-10.5 W.9-10.7 W.9-10.9	SL.9-10.1 SL.9-10.4 SL.9-10.6	L.9-10.1, L.9-10.2, L.9-10.3, L.9-10.4,	<ul style="list-style-type: none"> Developing a cohesive group, collaborating on a piece of writing and a performance, assessing their own speaking and listening skills, and setting goals

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	them in an oral presentation, students will demonstrate an understanding of the methods of characterization and how they influence visual delivery. The second half of the unit will focus on the classic Greek drama <i>Antigone</i> by Sophocles, analyzing the playwright's use of characterization to create conflict, advance the plot, and develop a theme.	RL.9-10.6 RL.9-10.10		W.9-10.10		L.9-10.5, L.9-10.6	<ul style="list-style-type: none"> Analyzing the ways that social, cultural, geographical, and historical contexts of texts impact a reader's interpretation of text Close reading to analyze how stylistic effects are achieved Exploring literature's underlying social and cultural values through analysis and interpretation
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Unit 5 <i>Building Cultural Bridges</i>	This unit introduces students to active viewing of nonfiction film texts, paralleling this activity to the process of reading nonfiction print texts. Students apply various strategies to evaluate the subjectivity of a documentary film. In particular, students study <i>The 11th Hour</i> and use the focus on environmental issues to analyze cultural conflict. The unit immerses students in a collaborative research project, guiding them through the process of documenting, evaluating, and citing their sources. The unit also builds on the work done in previous units in structuring and presenting arguments, but here the focus is shifted to mediating conflicting points of view in order to present a solution to a complex problem. Students complete the unit by designing a problem-solution group presentation in the form of a documentary film.	RL.9-10.2 RL.9-10.4 RL.9-10.7	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.9-10.10	W.9-10.1 W.9-10.2 W.9-10.3 W.9-10.4 W.9-10.5 W.9-10.6 W.9-10.7 W.9-10.8 W.9-10.9 W.9-10.10	SL.9-10.1 SL.9-10.2 SL.9-10.3 SL.9-10.4 SL.9-10.5 SL.9-10.6	L.9-10.1 L.9-10.3 L.9-10.6	<ul style="list-style-type: none"> Analyzing print and non-print nonfiction media as complex rhetorical texts Evaluating the purpose and legitimacy of sources Analyzing and critiquing texts for rhetoric and argumentation Synthesizing sources in support of a sustained argument based on readings and research
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GRADE 10: ELA Assessment Overview 2017-18

Name of Assessment	Time Frame	Assessed Standards
District Interim #1	October 2-13 th	Standards: RL.1, RL.2, RL.3, RL.4, RL.5 L1, L2, L4, L5, W9
District Interim #2	January 22 nd - February 2 nd	Standards: RI.1, RI.2, RI.4, RI.6, RI.9 L1, L2, L4, W9
SBAC Testing Window	April 16 th – June 1 st	ALL

Additional Assessment Opportunities

Unit 1: Cultural Conversations	Argumentative Writing Prompts: Activities 1.10, 1.11, 1.12, 1.14, 1.15 Expository Writing Prompts: Activities 1.2, 1.3, 1.6 Creative Writing Prompt: Activity 1.6 Citing Textual Evidence: Activities 1.3, 1.5, 1.6, 1.7, 1.8, 1.11, 1.12, 1.13, 1.14, 1.16 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online	Embedded Assessments (Required): <ol style="list-style-type: none"> Writing about Cultural Identity Writing a Synthesis Paper
Unit 2: Cultural Perspectives	Narrative Writing Prompts: Activities 2.4, 2.5, 2.9 Argumentative Writing Prompts: Activities 2.3, 2.16, 2.14, 2.17 Creative Writing Prompts: Activities 2.2, 2.6, 2.8 Citing Textual Evidence: Activities 2.3, 2.8, 2.9, 2.11, 2.13, 2.15, 2.16, 2.17 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online	Embedded Assessments (Required): <ol style="list-style-type: none"> Writing a Narrative Creating an Argument
Unit 3: Cultures in Conflict	Informative Writing Prompts: Activities 3.5, 3.6, 3.7, 3.8, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.20 Citing Textual Evidence: Activities 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17, 3.18, 3.20 Research Assignments: Activities 3.4 and 3.9 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online	Embedded Assessments (Required): <ol style="list-style-type: none"> Researching and Comparing Pre-and Post-Colonial Ibo Culture Writing a Literary Analysis of a Novel
Unit 4: Dramatic Justice	Expository Writing Prompts: Activities 4.6, 4.8, 4.11, 4.12, 4.15 Creative Writing Prompts: Activities 4.3 and 4.4 Citing Textual Evidence: Activities 4.3, 4.4, 4.6, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.15 Essay Outline: Activities 4.13 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online	Embedded Assessments (Required): <ol style="list-style-type: none"> Perform an Oral Interpretation Writing a Literary Analysis on Characterization and Theme
Unit 5: Building Cultural Bridges	Expository Writing Prompts: Activities 5.2, 5.3, 5.4, 5.6, 5.7, 5.18 Argumentative Writing Prompts: Activities 5.8, 5.9, 5.10, 5.11, 5.15, 5.20 Citing Textual Evidence: Activities 5.2, 5.3, 5.4, 5.5, 5.7, 5.8, 5.9, 5.10, 5.11, 5.18, 5.19, 5.20 Environmental Issues Poster: Activity 5.12 Reader/Writer Notebook and Key Ideas and Details Questions: ongoing Unit Assessment: online	Embedded Assessments (Required): <ol style="list-style-type: none"> Presenting a Solution to an Environmental Conflict Representing an Argument in a Documentary Film