

**Beaver Dam High School**  
**English 10**

**Course Description:** English 10 is a required course that concentrates on skill development in reading and writing. Teachers provide explicit instruction, largely through gradual release of responsibility, based on grade level standards. Continuous opportunities for reading, discussing, and writing are embedded throughout the course. Units of study are designed to build on concepts learned in English 9.

Adopted Course Primary Resource	Supplementary Resources
<ul style="list-style-type: none"> <li>StudySync Grade 10</li> </ul>	<ul style="list-style-type: none"> <li>NoRedInk</li> <li>DBQ Project resources</li> <li>IXL (English)</li> </ul>

Strand	#	Standard: (Essential Standards in Red)
R.L	1	CC.9-10.R.L.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
R.L	2	CC.9-10.R.L.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
R.L	3	CC.9-10.R.L.3 Key Ideas and Details: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
R.L	4	CC.9-10.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
R.L	5	CC.9-10.R.L.5 Craft and Structure: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
R.L	6	CC.9-10.R.L.6 Craft and Structure: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
R.L	7	CC.9-10.R.L.7 Integration of Knowledge and Ideas: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
R.L	9	CC.9-10.R.L.9 Integration of Knowledge and Ideas: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).
R.L	10	CC.9-10.R.L.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
R.I	1	CC.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as

		inferences drawn from the text.
R.I	2	CC.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
R.I	3	CC.9-10.R.I.3 Key Ideas and Details: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
R.I	4	CC.9-10.R.I.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
R.I	5	CC.9-10.R.I.5 Craft and Structure: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
R.I	6	CC.9-10.R.I.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
R.I	7	CC.9-10.R.I.7 Integration of Knowledge and Ideas: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
R.I	8	CC.9-10.R.I.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
R.I	9	CC.9-10.R.I.9 Integration of Knowledge and Ideas: Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter From Birmingham Jail"), including how they address related themes and concepts.
R.I	10	CC.9-10.R.I.10 Range of Reading and Level of Text Complexity: By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.
W	1	CC.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
W	1.a	CC.9-10.W.1.a Text Types and Purposes: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
W	1.b	CC.9-10.W.1.b Text Types and Purposes: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.
W	1.c	CC.9-10.W.1.c Text Types and Purposes: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
W	1.d	CC.9-10.W.1.d Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	1.e	CC.9-10.W.1.e Text Types and Purposes: Provide a concluding statement or section that follows from and supports the argument presented.
W	2	CC.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W	2.a	CC.9-10.W.2.a Text Types and Purposes: Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
W	2.b	CC.9-10.W.2.b Text Types and Purposes: Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,

		quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W	2.c	CC.9-10.W.2.c Text Types and Purposes: Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W	2.d	CC.9-10.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to manage the complexity of the topic.
W	2.e	CC.9-10.W.2.e Text Types and Purposes: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W	2.f	CC.9-10.W.2.f Text Types and Purposes: Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W	3	CC.9-10.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W	3.a	CC.9-10.W.3.a Text Types and Purposes: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W	3.b	CC.9-10.W.3.b Text Types and Purposes: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W	3.c	CC.9-10.W.3.c Text Types and Purposes: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W	3.d	CC.9-10.W.3.d Text Types and Purposes: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W	3.e	CC.9-10.W.3.e Text Types and Purposes: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
W	4	CC.9-10.W.4 Production and Distribution of Writing: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W	5	CC.9-10.W.5 Production and Distribution of Writing: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 on up to and including grades 9–10 page 55.)
W	6	CC.9-10.W.6 Production and Distribution of Writing: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
W	7	CC.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W	8	CC.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W	9	<b>CC.9-10.W.9 Research to Build and Present Knowledge: Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
W	9.a	CC.9-10.W.9.a Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literature(e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W	9.b	CC.9-10.W.9.b Research to Build and Present Knowledge: Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
W	10	CC.9-10.W.10 Range of Writing: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
SL	1	CC.9-10.SL.1 Comprehension and Collaboration: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
SL	1.a	CC.9-10.SL.1.a Comprehension and Collaboration: Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL	1.b	CC.9-10.SL.1.b Comprehension and Collaboration: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL	1.c	CC.9-10.SL.1.c Comprehension and Collaboration: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
SL	1.d	CC.9-10.SL.1.d Comprehension and Collaboration: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL	2	CC.9-10.SL.2 Comprehension and Collaboration: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL	3	CC.9-10.SL.3 Comprehension and Collaboration: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
SL	4	CC.9-10.SL.4 Presentation of Knowledge and Ideas: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
SL	5	CC.9-10.SL.5 Presentation of Knowledge and Ideas: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL	6	CC.9-10.SL.6 Presentation of Knowledge and Ideas: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on pages 54 for specific expectations.)
L	1	CC.9-10.L.1 Conventions of Standard English: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L	1.a	CC.9-10.L.1.a Conventions of Standard English: Use parallel structure.*
L	1.b	CC.9-10.L.1.b Conventions of Standard English: Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L	2	CC.9-10.L.2 Conventions of Standard English: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L	2.a	CC.9-10.L.2.a Conventions of Standard English: Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L	2.b	CC.9-10.L.2.b Conventions of Standard English: Use a colon to introduce a list or quotation.
L	2.c	CC.9-10.L.2.c Conventions of Standard English: Spell correctly.
L	3	CC.9-10.L.3 Knowledge of Language: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
L	3.a	CC.9-10.L.3.a Knowledge of Language: Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
L	4	CC.9-10.L.4 Vocabulary Acquisition and Use: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L	4.a	CC.9-10.L.4.a Vocabulary Acquisition and Use: Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L	4.b	CC.9-10.L.4.b Vocabulary Acquisition and Use: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
L	4.c	CC.9-10.L.4.c Vocabulary Acquisition and Use: Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L	4.d	CC.9-10.L.4.d Vocabulary Acquisition and Use: Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
L	5	CC.9-10.L.5 Vocabulary Acquisition and Use: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L	5.a	CC.9-10.L.5.a Vocabulary Acquisition and Use: Interpret figures of speech (e.g., satire, sarcasm) in context and analyze their role in the text.
L	5.b	CC.9-10.L.5.b Vocabulary Acquisition and Use: Analyze nuances in the meaning of words with similar denotations.
L	6	CC.9-10.L.6 Vocabulary Acquisition and Use: Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression

Units of Study (Sequenced)	Standards Associated	Key Learning Targets & Essential Vocabulary	Essential Question(s)	Pacing
Relationships, Routines & Procedures		Getting to know each other, ice breaking activities, and introducing technology.		1 Week
Grammar		Key Learning Targets: <ul style="list-style-type: none"> <li>Students will command the conventions of standard English capitalization, punctuation, and spelling.</li> </ul>	How does an understanding of the conventions of standard written English impact writing?	Throughout year
Vocabulary		Key Learning Targets: <ul style="list-style-type: none"> <li>Students will acquire and use college and career readiness vocabulary.</li> </ul>	How does an understanding of college and career readiness vocabulary impact	Throughout year

			reading and writing skills?	
Semester 1				
Unit 1: Moving Forward  Writing Focus: Informative  Whole Class Text: <i>The Alchemist</i> by Paulo Coelho  (StudySync Unit: Moving Forward)		Key Learning Targets: Students will develop the following reading skills: <ul style="list-style-type: none"> <li></li> </ul> Students will develop the following writing skills: <ul style="list-style-type: none"> <li></li> </ul> In this unit of study, students will utilize <i>The Alchemist</i> and a selection of paired texts/excerpts to advance reading skills. For writing, students will use the writing process to independently complete an informative writing product.	How does culture influence your goals?	7 Weeks
Unit 2: Research  Writing Focus: Persuasive/Argumentative Research Writing		Key Learning Targets: Students will develop the following reading skills: <ul style="list-style-type: none"> <li></li> </ul> Students will develop the following writing skills: <ul style="list-style-type: none"> <li></li> </ul> In this unit of study, students will learn how to conduct research and produce research-based writing. This includes developing a research question, selecting sources, and organizing thoughts. Students will independently produce a research writing product that is persuasive/argumentative in nature.	How is research and research writing a useful skill?	3 Weeks
Unit 3: The Power of Communication  Writing Focus: Literary Analysis  Whole Class Text: <i>I Will Always Write Back</i> by Caitlin Alifirenka and Martin Ganda		Key Learning Targets: Students will develop the following reading skills: <ul style="list-style-type: none"> <li></li> </ul> Students will develop the following writing skills: <ul style="list-style-type: none"> <li></li> </ul> In this unit of study, students will utilize <i>I Will Always Write Back</i> and a selection of paired texts/excerpts to advance reading skills. For writing, students will use the writing process to independently complete a literary analysis writing product.	Why do words matter?	7 Weeks

(StudySync Unit: The Power of Communication)				
Semester 2				
Unit 4: Origin Stories  Writing Focus: Fiction Synthesis Writing  Whole Class Text: <i>The Book Thief</i> by Markus Zusak  (StudySync Unit: Origin Stories)		<p>Key Learning Targets: Students will develop the following reading skills:</p> <ul style="list-style-type: none"> <li>• A</li> </ul> <p>Students will develop the following writing skills:</p> <ul style="list-style-type: none"> <li>• R</li> </ul> <p>In this unit of study, students will utilize <i>The Book Thief</i> and a selection of paired texts/excerpts to advance reading skills. For writing, students will use the writing process to independently complete an informative writing product.</p>	How does who we were guide who we will become?	7 Weeks
Unit 5: Cumulative Skill Practice		This unit provides an opportunity for students to further develop skills related to language, writing, reading, and conventions. Instruction will be provided based on the greatest areas of need for the cohort and recent assessment data. Furthermore, this provides an opportunity for students to practice skills that may not have been explicitly taught in recent units.		3 Weeks
Unit 6:  Writing Focus: Research & Oral Presentation  Thematic Unit  (StudySync Unit: The Ties That Bind)		<p>Key Learning Targets: Students will develop the following reading skills:</p> <ul style="list-style-type: none"> <li>• Ar</li> </ul> <p>Students will develop the following writing skills:</p> <ul style="list-style-type: none"> <li>•</li> </ul> <p>In this unit of study, students will utilize a selection of texts/excerpts to advance reading skills. For writing, students will use the writing process to independently complete a research writing product and orally present their findings in a formal presentation.</p>	What brings us back to one another?	7 Weeks