



10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 2
March 17-21, 2014

Suggested Pacing: 3-4 Day Lesson (50 minutes or 90 minutes block sessions)

CCRS Standards:

RL.9-10.1 & RI.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the Text

RL.9-10.2 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.

RL.9-10.4 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

RL.9-10.6 & RI.9-10.9 Determine the point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose

RI.9-10.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

RI.9-10.9 Analyze seminal United States documents of historical and literary significance

Group discussion and participation
Literary Circles
Graphic Organizers
Quickwrite
Think Pair Share
Socratic Seminar
Journal Reflections
3-2-1

Summative assessment suggestions include but are not limited to the following:

Final drafts of paragraphs and essays

RAFT

Timed Annotation of literary work not previously discussed or read in class

Unit tests on individual literary works that explore students' application of objective knowledge; this assessment type should not be limited strictly to the students' abilities to recall objective information

Learning Activities:

Before Lesson:

Activity One (Day 1):

Quick-write:

Small Group Activity

Break students in groups of four or five, on a sheet of chart paper, have students jot down their response to the following questions:

What does July 4th mean to most Americans?

What does July 4th mean to you?

How is it celebrated?

Why is it considered a national holiday

During Lesson:

Activity One (Day 1): Read from Narrative of the Life of Frederick Douglass (the Battle with Mr. Covey) pp.

464-469 Read from Narrative of the Life of Frederick Douglass (the Battle with Mr. Covey) pp. 464-469

3. Before Douglass closes by reading Garrison's poem *The Triumph of Freedom*, he talks about the United

Tiered Instruction
Explicit Vocabulary
Instruction
Reading along with audio CD
Differentiated projects
Note-taking Graphic Organizers

Technology Integration:

YouTube
Power notes CD (Holt McDougal)
Promethean Board/flipcharts
Edmodo.com
Schoolrack.com
Criterion.ets.org

Teacher Notes:

The teacher should pace the lesson according to his/her allotted time and schedule.

Teachers should use the Holt, Rh
(Grammar and Writing Textbooks) as main resources

The teacher should utilize formative assessments throughout the lesson to direct instruction

The teacher should use before literacy strategies to : activate prior knowledge, preview the text
skimming and scanning, set a purpose for reading and make predictions

The teacher should use during literacy strategies to: maintain an active interaction with the text,
identify, analyze and construct the main idea, determine important ideas, draw conclusions,
make inferences, monitor understanding, generate questions, and summarize

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make
inferences, monitor understanding through formative assessments, generate questions and build
schemata

About the source/speech

-slavery organization in his hometown invited Douglass to speak to them on the Fourth
of July. In his speech, which he actually deli

very ring- the
and, when published, reached even larger audiences. cheers from the audience that day