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# Tenth Grade CPS Literacy Planning Guide

## Reading Complex Texts

- **RL/RI.9-10.10** (see suggested genres)

## Writing About Texts

- **W.9-10.1-2, 4-6, 9-10**

## Research Project

- **W.9-10.7-9, RL/RI.9-10.1-10**

## Narrative Writing

- **W.9-10.3-6, 10**

## Assessments

- **W.9-10.1, 9**
- **RI.9-10.1**

### Daily Routine Writing

- **W.9-10.9**
- **RL/RI.9-10.1**

### Analyses

- **4-6 Analyses per quarter**
  - (RL/RI.9-10.1 & W.9-10.9)
  - (W.9-10.4, 9-10.5 & L.9-10.1-3)

### Research Paper

- **1 Research Paper per quarter**
  - (As evidenced in written products aligned to W.9-10.1, W.9-10.2, or W.9-10.9)

### Narrative Writing

- **2 Narratives a year**

### Written Product

- **BOY RI9-10.1, RI9-10.9**
- **Performance Task for Pre-Assessment**

## Quarterly Focus

**Q1**

- **Literature: 2-3**
- **Informational Texts: 1-2**

  Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.

  Develop & convey understanding
  
  Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

  Focus on **arguments**
  
  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.

  Integrate knowledge from sources when composing
  
  Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.

  Convey experiences
  
  Write at least two narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading standards 2-6.

**End of Q1**

- **W.9-10.1** (argument writing)
- **RI.9-10.1** (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

**Q2**

- **Literature: 2-3**
- **Informational Texts: 1-2**

  Use short argument pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.

  Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.

  Develop & convey understanding
  
  Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

  Focus on **arguments**
  
  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.

  Integrate knowledge from sources when composing
  
  Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.

**End of Q2**

- **W.9-10.1** (argument writing)
- **RI.9-10.1** (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

**Q3**

- **Literature: 2-3**
- **Informational Text: 1-2**

  Use short informational pieces as mentor text(s) to support the development of students' informational writing in preparation for quarter benchmark.

  Develop & convey understanding
  
  Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

  Focus on **inform & explain**
  
  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.

  Integrate knowledge from sources when composing
  
  Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.

**End of Q3**

- **W.9-10.2** (informational text)
- **RI.9-10.1** (text dependent questions that measure students' comprehension and provide them with the evidence needed to develop their argument writing piece)

**Q4**

- **Literature: 2-3**
- **Informational Texts: 1-2**

  Use short argument pieces as mentor text(s) to support the development of students' argument writing in preparation for quarter benchmark.

  Develop & convey understanding
  
  Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.

  Focus on **arguments**
  
  Analyses should be written to develop either an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.

  Integrate knowledge from sources when composing
  
  Writing standards 7-9 should be taught and formatively assessed in each quarter within the writing activities of at least one unit as they build toward the completion of a final argument or informative/explanatory text.

**End of Q4**

- **RI.9-10.1, W.9-10.9**
- **Performance Task for Post-Assessment**

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**Notes:**

3-5 Short Texts per quarter

1-2 Extended Texts per quarter (At least 2 Informational & 2 Literature a year)

1 Research Paper per quarter (As evidenced in written products aligned to W.9-10.1, W.9-10.2, or W.9-10.9)

BOY RI9-10.1, RI9-10.9 Performance Task for Pre-Assessment

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**End of Q1**

**End of Q2**

**End of Q3**

**End of Q4**
Tenth Grade CPS Literacy Planning Guide (continued)

Built upon the PARCC Content Framework

**Suggested genres to guide the teaching of complex text:**
- **Literature**: adventure, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, drama, graphic novels, one-act and multi-act plays, poems (narrative, lyrical, free-verse) sonnets, odes, ballads and epics
- **Informational/Literary Nonfiction**: subgenres of exposition, argument and functional text in the form of personal essays; speeches; opinion pieces; essays about art or literature; biographies; memoirs; journalism; and historical, scientific, technical or economic accounts
- **Short Texts**: short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking
- **Extended Texts**: extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit

<table>
<thead>
<tr>
<th>For Reading and Writing in Each Quarter</th>
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<tr>
<td>Cite evidence</td>
</tr>
<tr>
<td>RL/RI.9-10.1</td>
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</tbody>
</table>

1. Standard RI.9-10.9 stipulates that students “analyze seminal U.S. documents of historical and literary significance.” Teachers should incorporate these texts, where relevant, during the academic year.
2. These performance tasks will also be used to measure student growth for teacher evaluation.
3. These will be provided by the district.
# Tenth Grade Curriculum Map

## Quarter 1

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
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<td>Equality vs. Exclusivity</td>
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<td>What does it mean to be American?</td>
<td>Q1 Unit 1</td>
<td>Beginning of Year (BOY): RI.9-10.1 and W.9 Performance</td>
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<td>What does it mean to achieve the American Dream?</td>
<td>Extended Text</td>
<td>Task (reading and writing about text with evidence) for Pre-Assessment*†</td>
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<td></td>
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<td>Declaration of Independence</td>
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<td>Common Sense by Thomas Paine</td>
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<td>&quot;Call to the Four Sacred Winds&quot; by Spirit Wind (Pat Poland)</td>
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<td>&quot;Letter III. What is an American?&quot; by J. Hector St. John Crevecoeur</td>
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<td>Excerpts from Democracy in America by Alexis de Tocqueville</td>
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<td>Excerpts from Mirror on America: Short Essays and Images from Popular Culture edited by Joan T. Mims and Elizabeth M. Nollen</td>
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<td>Q1 Unit 2</td>
<td>How is equality practiced and perceived?</td>
<td>Q1 Unit 2</td>
<td>Teacher-created performance assessment</td>
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<td>Who gets to speak and who is excluded?</td>
<td>Extended Text</td>
<td>Focus on argument</td>
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<td></td>
<td>The Narrative Life of Frederick Douglass by Frederick Douglass</td>
<td>Primary Standards Assessed: RL.9-10.1; RL.9-10.4; W.9-10.1</td>
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<td>Kindred by Octavia Butler</td>
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<td>Address on The Fugitive Slave Law Act by Ralph Waldo Emerson</td>
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<td>Civil Disobedience by Henry David Thoreau</td>
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<td>&quot;The Gettysburg Address&quot; by Abraham Lincoln</td>
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<td>&quot;I Have a Dream&quot; by Martin Luther King, Jr.</td>
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<td>Excerpts from Incidents in the Life of a Slave Girl by Harriet Jacobs</td>
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<td>Excerpts from The Invisible Man by Ralph Ellison</td>
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</tbody>
</table>

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* We created this sample Curriculum Map as an example of a course of study in American Literature. The Common Core State Standards stipulate that in high school, students read “seminal U.S. documents of historical and literary significance” (RI.9-10.9) over the 9-10 grade band; hence, this is also reflected in the Curriculum Map.

* These performance tasks will also be used to measure student growth for teacher evaluation.

† These assessments will be provided by the district.
### Tenth Grade Curriculum Map (continued)

#### Quarter 2

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<tr>
<th>Unifying Concepts</th>
<th>Essential Questions</th>
<th>Reading Complex Texts &amp; Text to Support Writing</th>
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<td>Q2 Unifying Concepts</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
<td>Q2 Unit 3 (quarter-long unit)</td>
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<tr>
<td>Assimilation vs. Difference</td>
<td>How is difference perceived and defined? Who gets to participate?</td>
<td>Extended Text&lt;br&gt;The Bluest Eye by Toni Morrison&lt;br&gt;Short Texts (literary and informational)&lt;br&gt;Excerpts from Playing in the Dark by Toni Morrison&lt;br&gt;Excerpts from Richard III by William Shakespeare&lt;br&gt;Movie Clip Looking for Richard (1996)&lt;br&gt;Movie Clips Richard III (1995)&lt;br&gt;&quot;In the Land of the Free&quot; by Sui Sin Far&lt;br&gt;&quot;I Want to be Miss America&quot; by Julia Alvarez&lt;br&gt;Excerpts from This Bridge Called my Back: Writings by Radical Women of Color Edited by Cherrie Moraga and Gloria Anzaldúa&lt;br&gt;Essays from A Different Mirror Edited by Ronald Takaki</td>
<td>Teacher-created performance assessment&lt;br&gt;Focus on extended research and argument&lt;br&gt;Primary Standards Assessed: RI.9-10.1; RI.9-10.2; 9-10.4; W9-10.1&lt;br&gt;End of Q2 Benchmark Assessment†&lt;br&gt;9-10.1 (argument writing)&lt;br&gt;RL.9-10.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their argument writing piece)</td>
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Tenth Grade Curriculum Map (continued)

Quarter 3

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<th>Reading Complex Texts &amp; Text to Support Writing</th>
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<tr>
<td><strong>Q3</strong></td>
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<tr>
<td><strong>Unifying Concepts</strong></td>
<td><strong>Progress vs. Class privilege</strong></td>
<td><strong>Q3 Unit 4</strong></td>
<td><strong>Q3 Unit 4</strong></td>
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<td><strong>Q3 Units 4 &amp; 5</strong></td>
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<td><strong>Extended Text</strong></td>
<td>Teacher-created performance assessment Focus on research</td>
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<td></td>
<td><em>The Great Gatsby</em> by F. Scott Fitzgerald</td>
<td>Primary Standards Assessed: RL.9-10.6; RL.9-10.9; RL.9-10.6; RL.9-10.7; RL.9-10.8; W.9-10.2; W.9-10.5; W.9-10.7; W.9-10.8</td>
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<td><em>Ragtime</em> by E. L. Doctorow</td>
<td><strong>End of Q3 Benchmark Assessment†</strong></td>
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<td><strong>Short Texts (literary, informational, and cinematic)</strong></td>
<td>W.9-10.2 (informational writing)</td>
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<td><em>“Class in America: Myths and Realities</em> by Gregory Mantsios</td>
<td>RI.9-10.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</td>
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<td>Excerpts from <em>Nickel and Dimed: On (not) Getting by in America</em> by Barbara Ehrenreich</td>
<td><strong>Note:</strong> The essential questions are the same in unit 4 &amp; 5, however, students will engage in the same question from two different historical moments</td>
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<td>Excerpts from <em>Working</em> by Studs Terkel</td>
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<td>Excerpts from <em>Learning to Labor</em> by Paul Willis</td>
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<td>Excerpts from <em>How the Other Half Lives</em> by Jacob Riis</td>
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<td><strong>Q3 Unit 5</strong></td>
<td><strong>Q3 Unit 5</strong></td>
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<td><strong>Extended Text</strong></td>
<td><strong>Q3 Units 4 &amp; 5</strong></td>
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<td><em>Fast Food Nation: The Dark Side of the All-American Meal</em> by Eric Schlosser</td>
<td>Teacher-created performance assessment Focus on research</td>
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<td></td>
<td><strong>Short Texts (literary and informational)</strong></td>
<td>Primary Standards Assessed: RL.9-10.6; RL.9-10.9; RL.9-10.6; RL.9-10.7; RL.9-10.8; W.9-10.2; W.9-10.5; W.9-10.7; W.9-10.8</td>
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<td>Excerpts from <em>The Jungle</em> by Upton Sinclair</td>
<td><strong>End of Q3 Benchmark Assessment†</strong></td>
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<td>“The [Agri]Cultural Contradictions of Obesity” by Michael Pollan</td>
<td>W.9-10.2 (informational writing)</td>
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<td><em>From The New York Times</em> (Oct. 12, 2003)</td>
<td>RI.9-10.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)</td>
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<td>Documentary Film, <em>Food, Inc.</em> (2008)</td>
<td><strong>Note:</strong> The essential questions are the same in unit 4 &amp; 5, however, students will engage in the same question from two different historical moments</td>
</tr>
</tbody>
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1 We created this sample Curriculum Map as an example of a course of study in American Literature. The Common Core State Standards stipulate that in high school, students read “seminal U.S. documents of historical and literary significance” (RI.9-10.9) over the 9-10 grade band; hence, this is also reflected in the Curriculum Map

* These performance tasks will also be used to measure student growth for teacher evaluation

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### Tenth Grade Curriculum Map (continued)

#### Quarter 4

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</table>
| Q4 Unifying Concepts Monoculturalism vs. Postmodernity | Q4 Unit 6  
What does it mean to be American?  
Where have we been and where are we going? | Q4 Unit 6  
Extended Text  
*White Noise* by Don DeLillo  
Short Texts (literary and informational)  
Excerpts from *Mao II* by Don DeLillo  
Excerpts from *Fight Club* by Chuck Palaniuk  
Pop Art Images by Andy Warhol  
Excerpts from *The World is a Text: Writing, Reading and Thinking About Visual and Popular Culture* edited by Jonathan Silverman and Dean Rader | Q4 Units 6 & 7  
Teacher-created performance assessment  
Focus on anecdotal narrative  
Primary Standards Assessed: RL.9-10.3; RL.9-10.5; RL.9-10.7; RI.9-10.3; RI.9-10.5; RI.9-10.7; W.9-10.3; W.9-10.6  
End-of-Year (EOY): RI 9-10.1 and W.9 Performance Task (reading and writing about text with evidence) for Post-Assessment*†  
Note: The essential questions are the same in unit 6 & 7, however, students will engage in the same question from two different cultural perspectives within the post-modern historical moment |
| Q4 Unit 7  
What does it mean to be American?  
Where have we been and where are we going? | Q4 Unit 7  
Extended Text  
*Tortilla Curtain* by T.C. Boyle  
Short Texts (literary and informational)  
Excerpts from *Borderlands/La Frontera* by Gloria Anzaldua  
Excerpts from *Hopscotch* by Julio Cortazar  
Excerpts from *Labyrinths* by Jorge Luis Borges | |

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* These performance tasks will also be used to measure student growth for teacher evaluation

† These assessments will be provided by the district
**Unit Name:** The American Experience

**Unit Description:** By the end of the unit, students will have developed a deeper understanding of how different writers and thinkers have characterized the American experience.

**Length:** 4-5 Weeks

| **Enduring Understandings** | ▪ Literature reflects, distills, and distorts cultural beliefs and understandings  
▪ Readers summarize, synthesize, and evaluate a broad range of ideas and information presented in texts |
| **Essential Questions** | ▪ What does it mean to be American?  
▪ What does it mean to achieve the American dream? |

| **Common Core Standards** | **Primary:** Standards Assessed  
RL.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.9-10.3 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.  

OR  
RL.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.9-10.3 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.  

AND  
W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.  

**Secondary:** Standards Addressed  
RI/RL.9-10.9; RI/RL.9-10.10; RI/RL.9-10.3; RL.9-10.3; W.9-10.4; W.9-10.5; W.9-10.10; SL.9-10.1 |

| **Cognitive Skills** | **Reading, Writing, and Citing Textual Evidence**  
▪ Literal and inferential comprehension  
▪ Summarizing  
▪ Comparing/Contrasting  
▪ Draw conclusions from textual and/or visual evidence  
▪ Apply the qualities of analytical and argumentative writing |
### Content

**Building Knowledge through Texts**
- Exploring culture through texts
- Deconstructing the American dream
- Deconstructing varying characterizations of the American identity

### Assessments

(D) Diagnostic  
(F) Formative  
(S) Summative

**Diagnostic (Pre-Assessment)**
1. Students will read “America: Land of Loners?” by Daniel Akst
2. After reading the essay and participating in a teacher facilitated Socratic Seminar in which students will begin to address the question “How does this author characterize what it means to be American?”, students will write a short, analytical response in which they provide rationale for their interpretation by providing textual evidence.

**Formative Assessments**
- Writing in response to reading, discussion, written responses in graphic organizers, argument writing

**Summative Performance Assessment**  
(see attached)

### Texts/ Resources

**Note:** we selected short texts for the first unit of the year to build students’ capacity to read complex texts. An extended text is included in Q1, Unit 2 (see grade 10 Curriculum Map).

**Reading Short Text (literary, informational, and editorial within grade band complexity)**
- *Declaration of Independence*
- *Common Sense* by Thomas Paine
- Excerpts from *Democracy in America* by Alexis de Tocqueville
- “Call to the Four Sacred Winds” by Spirit Wind (Pat Poland)
- From “Letter III. What is an American?” by J. Hector St. John Crevecoeur
- Excerpts from *Working* by Studs Terkel
- Essays from *Mirror on America: Short Essays and Images from Popular Culture* Edited by Joan T. Mims and Elizabeth M. Nollen
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<td></td>
<td>Read Daniel Akst’s essay “America: Land of Loners?” in the Anthology <em>Mirror on America: Short essays and Images on Popular Culture</em> that examines the modern American experience</td>
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<td></td>
<td>Response to reading: “How does this author characterize what it means to be American?”</td>
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<td></td>
<td>In a Socratic Seminar, students will discuss how the author, Akst talks about the modern American experience and the way we think about friendship</td>
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<td></td>
<td>Introduce main focus of the unit, including Enduring Understandings and Essential Questions</td>
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<td></td>
<td>Students will be directed to think about the essential question and how the American experience is framed in the context of the readings that they will encounter.</td>
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<td></td>
<td>Students will write an argumentative response to the question they discussed (to be used as a formative assessment)</td>
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<td>Week 1—Unpacking American culture and values: Then and now</td>
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<tr>
<td>“America: Land of Loners?” by Daniel Akst in the Anthology <em>Mirror on America</em></td>
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<tr>
<td>“Letter III. What is an American?” by J. Hector St. John Crevecoeur</td>
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<tr>
<td>Common Sense by Thomas Paine</td>
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<tr>
<td>Teacher selected contemporary articles that reflect argument writing</td>
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<tr>
<td>Minilessons/Activities for Close Reading</td>
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<tr>
<td>After reading Akst’s essay and introducing the unit, students will read “What is an American?” by Crevecoeur</td>
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<tr>
<td>Teacher will preview key concepts and vocabulary through Frayer Model</td>
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<tr>
<td>Students will read and annotate, paying particular attention to Crevecoeur’s claim about the American experience and American identity</td>
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<tr>
<td>Allow Thomas to import text into a digital format that allows him to chunk text for increased readability and allow for frequent checks for understanding.</td>
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<tr>
<td>Allow Thomas to capture Crevecoeur’s interpretation of the American experience in a format that is easily accessible for the upcoming learning activities</td>
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<tr>
<td>Small and large group discussion allows Lily to practice her listening and speaking skills</td>
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<tr>
<td>The use of graphic organizers and visual aids support Lily’s understanding of key concepts.</td>
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<tr>
<td>Previewing key concepts and vocabulary is key in grounding Thomas in the text. Allow him to capture key terms in a reference document.</td>
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<tr>
<td>The instructor should set the stage for independent reading by explicitly stating the purpose for reading and allowing Thomas to, again, chunk text into discrete sections and organize notes along the structure he creates.</td>
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<tr>
<td>During small group discussions, strategically place Lily in a mixed ability group so that she has some support from her peers</td>
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</tbody>
</table>
### Conduct Discussions, and Report Findings through Group Discussions

- Teacher will lead discussion on the implications of this concept on how people think about individualism, social connections, and relationships and how those experiences are tied to cultural ideology: According to Akst and Crevecoeur, what does it mean to be American?—after teacher led discussion, students will fill out a graphic organizer in which students will annotate quotes/sections from the essay that support the author’s thesis.

- Teacher will choose relevant excerpts from the Declaration of Independence. Students will read and annotate. In small groups, students will complete graphic organizer.

- Teacher will lead discussion on the emergence of cultural identity—what ideas and values did these authors invoke as a way of identifying a distinct American voice and identity?

### Minilessons/Activities for Teaching Writing to Develop and Convey Understanding

- Students will be introduced to argument writing by first being immersed in this mode of writing. After initially reading the mentor text, “America: Land of Loners” to reflect upon the content and conceptual focus of the unit, teacher will read aloud relevant sections of “America: Land of Loners”. Students will be guided through the process of reading like a writer, paying particular attention to the writing moves that a writer makes within this mode, in order to introduce a claim, provide supporting evidence, etc.

- Students will be given collections of contemporary essays (from Mirror on America) that reflect argument writing. Students will be directed to identify the ways that the writer introduces, supports and builds upon an argument.

#### Week 2—Cultural ideas and values

*Working* by Studs Terkel (excerpts)
*Common Sense* by Thomas Paine

- During small group discussions, ensure that Thomas remains on task by encouraging self-regulatory behaviors and reinforcing the time limitations attached to the tasks.

- During large group discussions, the instructor should employ adequate wait time after queries to allow Thomas to digest queries and respond appropriately.

- Large group discussion allows Lily to practice her listening and speaking skills.

- Set a clear and explicit purpose for the review of contemporary articles. Thomas should be allowed to conduct a brief task analysis and determine how much time to devote to each aspect of the activity. Time should be built in for short, managed breaks or the activity can be designed to allow Thomas to shift among foci in a way that maintains attention.
### Learning Activities

**Preparing Students to Read**
- Teacher will provide some background knowledge on the culture and the historical context of the American Revolution, Federalists, and anti-Federalists
- Students will discuss key ideas, concepts, and values that emerge from *Common Sense*

**Conduct Discussions, Write Routinely, and Report Findings through Discussion**
- Students will write in response to the question: what ideas and values were distinguished as uniquely American? followed by a large group discussion on American identity and political values
- In small groups, students will discuss and complete a graphic organizer, pulling out direct quotes from the text that will respond to the question: What ideas and values were distinguished as uniquely American?
- Students will read excerpts from *Working* and revisit the question of American identity.
- Response to Writing: How does the modern American experience reflect or challenge the ideas of self-reliance and individualism?
- Students will complete the graphic organizer with their understanding of modern and traditional understanding of American experience and cultural after reading excerpts from *Working*
- Teacher will facilitate a whole group discussion on American identity in terms of political, cultural, and personal values

**Minilessons/Activities for Teaching Writing to Develop and Convey Understanding, Cite Evidence, and to Study and Apply Language Conventions**
- Teacher will use a combination of shorter essays to model how to construct different parts of an argument/literary analysis piece, including how to introduce a topic, establish a claim, how to organize various parts of an essay, how to make a compelling argument using specific rhetorical strategies, and how to support claim through textual evidence.

- Again, allow for the chunking of excerpts from *Working* and allow for Thomas to conduct checks for understanding along the bigger question of what defines the American experience.

- Allow time for Lily to talk through the differences between the texts in her native language in order to support her thinking about the texts
<table>
<thead>
<tr>
<th>Learning Activities</th>
<th>Week 3—The American Dream and the Immigrant Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short Texts:</td>
<td>Movie clips of <em>The Joy Luck Club</em>&lt;br&gt;<em>The Joy Luck Club</em> by Amy Tan</td>
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<tr>
<td><strong>Activities for Close Reading, Conducting Discussion, and Reflective Writing</strong></td>
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<tr>
<td>▪ Students view the opening scene of <em>The Joy Luck Club</em></td>
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<tr>
<td>▪ In small groups students will discuss how the idea of the American dream is reflected in the narrator’s opening</td>
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<tr>
<td>▪ Students will read selected excerpts of <em>The Joy Luck Club</em> and discuss the following question: How is the American Dream conceptualized in the first few chapters of the book? How do the mothers and daughters characterize the American experience? How is the immigrant experience represented and reflected in this novel? How does that compare to the readings we have read?</td>
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<tr>
<td>▪ Students will complete the graphic organizer in response to the questions drawing upon evidence from the text</td>
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<tr>
<td>▪ In small groups students will discuss various symbols of the vase, red candle, and the pendant in the chapters, “best quality,” “rice husband,” and “the red candle”</td>
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<tr>
<td>▪ Students will analyze and review the selected excerpts of <em>The Joy Luck Club</em> and discuss the following question: What do these symbols represent? And how do they represent ways of seeing the world?</td>
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<tr>
<td>▪ Students will identify specific words, phrases, or salient quotes that support their understanding of symbolism in the novel in a graphic organizer to help guide their thinking</td>
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</table>

- Ensure that Thomas maintains appropriate attention during the viewing of various movie adaptations by setting the stage for the discussion to follow that outlines the differences amongst said adaptations. Encourage note-taking to that end.
- Thomas should be allowed the time and opportunity to plan for this task. Prior to drafting a response, he should formally decide upon a rhetorical strategy based on exposure to the teacher selected essays, access his reference point in Crevecoeur’s characterization of American experience and create a shell of his writing with a corresponding timeline for completion.
- Lily should be provided with one-on-one reading support where she will get assistance in identifying the main idea of the text and how to use context clues to determine meanings of words.
### Learning Activities

**Activities for Teaching Writing to Develop and Convey Understanding, and Cite Evidence**

- Reflective writing: how is the immigrant experience uniquely American? Students will construct a short response in which they introduce a claim using a rhetorical strategy that they have encountered in the various essays they have read.

- Reflective writing: based on their discussion of the major symbols represented in the three chapters, students will write a short literary analysis in which they identify the major symbols in the chapters and what they represent, citing evidence from the text.

**Week 4—The American Dream and the Immigrant Experience**

Short Texts:
*The Joy Luck Club* by Amy Tan

**Activities for Conducting Discussion and Close Reading**

- In small groups students will discuss the ways in which values and identities are mediated by experience and point of view.

- Students will analyze and review the selected excerpts of *The Joy Luck Club* and discuss the following question: How do the mothers and their daughters view their life in America? What is lost and what is gained?

- Students will identify specific words, phrases, or salient quotes that support their understanding of characters.

**Activities for Teaching Writing to Develop and Convey Understanding, and Cite Evidence**

- Reflective writing: Based on discussion students will respond to the question through writing: How is the American experience understood by the various characters in the novel? What does it mean to be a Chinese immigrant? What is lost and what is gained?
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<tr>
<th>Learning Activities</th>
<th>Week 5—Performance Assessment</th>
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<tbody>
<tr>
<td></td>
<td><strong>Writing to Develop and Convey Understanding, Cite Evidence, and to Study and Apply Language Conventions</strong></td>
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<tr>
<td>▪ Teacher will introduce the Performance Assessments to students</td>
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<td>▪ Students will use select literary and informational texts from the unit to begin composing the essay.</td>
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<td>▪ Students will spend time gathering evidence as well as utilize the evidence they have gathered throughout the unit captured in their graphic organizer. (RI 9-10.1, W 9-10.1)</td>
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<tr>
<td>▪ Students will be engaged in the writing process, including brainstorming, gathering evidence, drafting, revising, and editing. (W. 9-10.5)</td>
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<td>▪ Teacher will confer with students through independent or guided writing conferences (W. 9-10.4, W.9-10.5, L.9-10.1, L.9-10.2)</td>
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</table>
Tenth Grade Assessment

Unit One

Standards:

RL.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.9-10.3 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.

OR

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.

RI.9-10.3 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.

AND

W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

Text(s):

Various texts from the unit (See unit plan for texts)

Description of Task 1:

During the course of the unit, students will have read a selection of essays, personal narratives, and the novel *The Joy Luck Club* that explore the American experience and the American Dream. Students will complete a double entry journal in which they draw from the texts they’ve read during the unit to identify key quotes and evidence that either reflects or challenges the J. Hector St. John Crevecoeur quote. Students may also articulate their understanding through other written methods such as an outline or a different graphic organizer, spoken, or (if teachers so choose) create online with a software program such as prezi (see [http://prezi.com/](http://prezi.com/)).

Description of Task 2:

Students will write an essay in which they analyze the extent to which Crevecoeur’s ideas about American identity and the American dream are reflected and/or challenged by the texts read in the unit and how those ideas fit with their own conception of American identity and the American dream.
General Directions for Administering Assessment:

Teacher:
Hand out the student directions as seen below. Have students read the directions, and then read them aloud. Answer any clarifying questions. Remind students they will be allowed two 40-minute class periods to complete task 1, which requires response and annotation of the various texts in the unit. Students may use alternative formats for the text such as iBooks or audio recordings if they choose. Students will have three 40 minute class periods to outline, draft, revise and complete their final product. More or less time can be afforded according to teacher discretion. Students also have the choice to use text-to-speech software to compose and may present their final product orally.

Student Directions:
Through various writings, J. Hector St. John Crevecoeur characterizes American society as being shaped by the principles of self-determination, equal opportunity, and equality among men in which "individuals of all nations are melted into a new race of men, whose labours and posterity will one day cause great changes in the world." In the excerpt we read, he states:

"Urged by a variety of motives, here they came. Everything has tended to regenerate them; new laws, a new mode of living, a new social system; here they are become men: in Europe they were as so many useless plants, wanting vegetative mold, refreshing showers; they withered, and were mowed down by want, hunger, and war; but now by the power of transplantation, like all other plants they have taken root and flourished! Formerly they were not numbered in any civil lists of their country, except in those of the poor; here they rank as citizens"

Reflect upon Crevecoeur’s characterization of American identity and the fulfillment of the American dream and complete a double entry journal in which you paraphrase the meaning of the Crevecoeur quote and identify several pieces of textual evidence from the unit texts (including The Joy Luck Club) and how they reflect or challenge the central idea(s) of Crevecoeur. You have two 40-minute class periods to complete this task.

After you complete the double entry journal, write an essay in which you analyze the extent to which Crevecoeur’s characterization of American identity and the American dream, are either reflected or challenged in the various texts we have read, drawing upon the task you just completed. You may orally present the ideas of your essay when you are finished if you so choose. In your analysis, please cite from at least three sources, one of which must be The Joy Luck Club, and supply the most relevant evidence from these texts to support a position on the validity or invalidity of Crevecoeur’s claim. In your conclusion you should discuss the extent to which Crevecoeur’s ideas and the sources you selected fit with your own conception of the American identity and the existence of the American dream. You have three 40-minute class periods to complete this task.
Considerations for Students with Disabilities:

Thomas presents with significant weaknesses in the areas of executive functioning and attending. These weaknesses inhibit his ability to decode text accurately unless an allowance exists for the chunking of text followed by a brief check for understanding. These weaknesses also impede Thomas’ ability to plan, strategize and organize resources relative to the tasks. Thomas needs support in planning and re-reading with a purpose (identify textual evidence that reflects or challenges Crevecoeur’s ideas). Thomas’s accommodations include:

- Modeling the process for determining evidence versus non-evidence using portions of *The Joy Luck Club* as a model.
- Highlighting and integration of notes into digitally converted texts by using optical character recognition (OCR) software.
- Time for Thomas to talk through how he will manage timelines to guarantee task completion.
- Small, managed work breaks or allow for changes in work focus as Thomas completes both tasks one and two.
- Allow Thomas to schedule tasks and think through only the resources critical to work completion by setting up clear criteria for text selection.
- Allow for brief talk aloud surrounding Thomas’s position on the validity of Crevecoeur’s claim.
- Create a touchstone/reference point for Crevecoeur’s position to allow for quick access to central idea that guides the work.

Considerations for English Language Learners:

Lily is an English Language Learner. According with her last ACCESS (Assessing Comprehension and Communication in English State-to-State) test she is in Level 3 (Developing). Because of her English proficiency level, her teacher will provide her with visual support (pictures) and auditory support (CD or teacher reading out loud). The following support strategies for Lily include:

- A one-on-one reading support session where she will get assistance in identifying the key ideas and details of the text and how to use context clues to determine meaning of words.
- Alternative pathways for accessing key content include charts or texts written in her first language.
# Tenth Grade Scoring Tool for Assessment

## Unit 1

<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
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</thead>
<tbody>
<tr>
<td>RI/RL-9-10.1</td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Student work does not achieve all of the “Meeting” criteria but is close to it.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Cites sufficient textual evidence from throughout the text, embedding it at relevant points in the analysis, the analysis develops a sophisticated analysis of the text’s explicit and implicit messages and how those messages are communicated through key ideas and details</td>
</tr>
<tr>
<td><strong>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</strong></td>
<td>Cites only general evidence to support the analysis of text; may refer only to one or two parts of the text without an attempt to synthesize them; may rely solely on explicit facts and details</td>
<td>Cites some specific textual evidence to support the analysis of a text; may rely mostly on explicit information and may not analyze the development of these points, or may analyze them incorrectly</td>
<td>Cites sufficient and specific textual evidence, embedding it at relevant points in the analysis; analyzes the development of central ideas in the text based on explicit and implicit messages and information</td>
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<tr>
<td>RL.11-12.3</td>
<td>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.</td>
<td>Analysis does not connect the elements of the story and their development in a logical way</td>
<td>Analysis makes a weak connection amongst the elements of the story and how they are developed, leaving out one or more integral elements</td>
<td>Analysis thoroughly illustrates the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed)</td>
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<tr>
<td>STANDARD (READING)</td>
<td>EMERGING</td>
<td>DEVELOPING</td>
<td>MEETING</td>
<td>EXCEEDING</td>
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<tr>
<td><strong>RI.11-12.3</strong></td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Student work does not achieve all of the “Meeting” criteria but is close to it.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Student achieves all the “Meeting” criteria and goes beyond.</td>
</tr>
</tbody>
</table>

  * Analysis does not connect the individuals, ideas and events and their development in a logical way
  
  * Analysis makes a weak connection amongst the individuals, ideas and events and how they are developed, leaving out one or more integral concepts
  
  * Analysis illustrates the connections between a complex set of ideas or sequence of events and explains how specific individuals, ideas or events interact and develop over the course of the text
  
  * Analysis evaluates the effectiveness of author’s choices and articulates a sound rationale for theories as to why the author made such choices
### Tenth Grade Scoring Tool for Assessment (continued)

#### Unit 1

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<tr>
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<tbody>
<tr>
<td>W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</td>
<td>The introduction does not include a claim.</td>
<td>The claim is general and does not create a clear distinction between itself and the counterclaim.</td>
<td>The claim(s) is precise and distinguished from alternate or opposing claims, and the introduction establishes the significance of the claim.</td>
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<td></td>
<td>The claim does not acknowledge a counterclaim.</td>
<td>The organization reflects an inconsistent structure of claim, counterclaim, reasons, and evidence.</td>
<td>The claim is distinguished from alternate or opposing claim and the organization reflects a logical sequence of claim(s), counterclaims, reasons, and evidence.</td>
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</tr>
<tr>
<td></td>
<td>The organization does not reflect any clear structure of claim, counterclaim, reasons, and evidence.</td>
<td>The claim(s) and counterclaims are unevenly developed and some reasons are more heavily supported than others; the strengths and limitations of each are inconsistently addressed; the development does not anticipate audience's knowledge level or concerns.</td>
<td>The claim(s) and counterclaims are developed fairly and thoroughly while supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.</td>
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<td></td>
<td>The claim(s) and counterclaim are not developed or supported with relevant evidence.</td>
<td>Appropriate transitions are not evident.</td>
<td>The words and phrases and clauses do not consistently link the major sections of the text; transitions between major sections are not clear in some instances.</td>
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</table>
# Tenth Grade Scoring Tool for Assessment (continued)

## Unit 1

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<tr>
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<tbody>
<tr>
<td>W.9-10.1 (continued)</td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Student work does not achieve all of the “Meeting” criteria but is close to it.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Student achieves all the “Meeting” criteria and goes beyond.</td>
</tr>
<tr>
<td>□ Formal style is not present</td>
<td>□ Formal style is inconsistent and some informal language is present</td>
<td>□ The words, phrases, and clauses 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.</td>
<td>□ The words, phrases, and clauses as well as varied syntax 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.</td>
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<tr>
<td>□ Concluding statement or section is not present</td>
<td>□ Concluding statement is not strongly connected to the information or explanation presented</td>
<td>□ A formal style and objective tone is established and maintained while attending to the norms and conventions of the discipline in which they are writing.</td>
<td>□ A formal style and objective tone is established and maintained while attending to the norms and conventions of the discipline in which they are writing.</td>
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<td>□ Concluding statement or section supports, and is followed by the argument presented.</td>
<td>□ Concluding statement summarizes all major claims that have been developed and includes closing insight and implications.</td>
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</table>