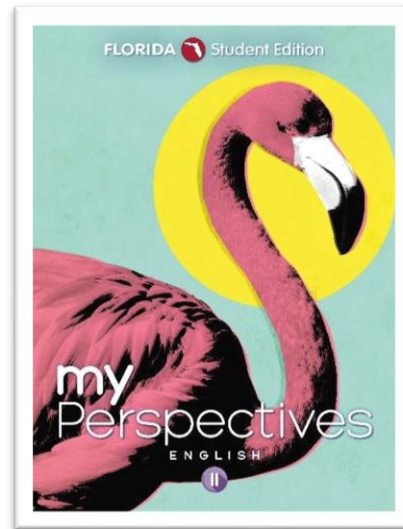


***myPerspectives™* Florida English Language Arts**



SAVVAS
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Quarter 1 Curriculum Map (Textbook Unit 2) Grade 10 – Nassau County School District 2024-2025

SE: Student Edition | TE: Teacher Edition | RP: Reteach and Practice



Audio



deo



Downloadable/Printable Document



Online Assessment



GRADE 10 | Q1 | Unit 2: **Survival**ESSENTIAL QUESTION: *What qualities help us survive?*PERFORMANCE BASED ASSESSMENT: **Expository Essay**

NOTES:

- Consider pairing with novel excerpts from *Lord of the Flies*, *Fahrenheit 451*, *Red Badge of Courage* (see sample text library)
- See [BEST Standards](#) for additional text resources.
- See “A Roadmap to Reading Comprehension” for additional clarification of standards, question stems, and anchor charts.

INSTRUCTIONAL MODEL

UNIT LAUNCH

WHOLE-CLASS LEARNING

WRITING

ASSESSMENT

FLEX DAYS

1st Quarter Dates:

45 Instructional Days

- August 12th - October 11th
- FAST PM1 Window: 8/12/24-9/27/24
- Sept 1- Labor Day
- Sept 18- Half Day
- October- PSAT Day

Unit 2 Overview

In this unit, students will read about many examples of survival.

Unit Goals

Students will be able to:

- Read texts that explore different ways of thinking about survival and develop their own perspective.
- Recognize and analyze elements of different genres, including fiction and poetry.
- Read a selection of choice independently and make meaningful connections to other texts and ideas.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective multimedia presentation.



Selections & Media

SAVVAS Texts:

- The Cost of Survival (1070L)
- Short Story: *Through the Tunnel*, Doris Lessing (850L)
- Short Story: *The Seventh Man*, Haruki Murakami (910L)
- Editorial: *The Moral Logic of Survivor Guilt*, Nancy Sherman (1100L)
- Target Lesson: Climate Change
- Argument: *The Value of a Sherpa Life*, Grayson Schaffer (1230L) **Be sure to use this text to address standard 2.1**
- Poetry Collection: *I am Offering This Poem / The Writer / Hugging the Jukebox*, Jimmy Santiago Baca/ Richard Wilbur? Naomi Shihab Nye
- Poetry Collection: *Problems With Hurricanes / Children Walk on Chairs...*, Victor Hernandez Cruz / Patrick Roscal
- **See *BEST* reading list for additional texts**

Performance-Based Assessment

Part 1 – Expository Essay




Students will write an essay in response to the Essential Question:

What qualities help us survive?


Unit Reflection

Students will reflect on the unit goals, the texts, and what qualities help us survive.
















2 DAYS	2 DAYS	2 DAYS	(Section: 6 Days) 2 DAYS	2 DAYS
FLEX DAYS	TARGET LESSON CommonLit - "Climate Disaster"	UNIT INTRODUCTION SE pp 122-129	SELECTION Through the Tunnel Doris Lessing SE pp 144-146	SELECTION Through the Tunnel Doris Lessing SE pp 146-147
Florida's B.E.S.T. Spotlight Standard				
CITIZENSHIP HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others. HE.912.R.3.3: Analyze situations and demonstrate strategies to engage in respectful debate. Clarifications: Group projects, class discussion.	ELA.10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in speeches and essays (<i>Roadmap, p. 90</i>)	V.1.1- Integrate academic vocabulary appropriate to grade level in speaking & writing	V.1.3- Integrate academic vocabulary appropriate to grade level in speaking & writing	R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text. (<i>Roadmap, p. 74</i>) R.1.3- Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives. (<i>Roadmap, p. 78</i>)
RESILIENCY Complete introduction activities and syllabus review. Connect to resiliency standards to discuss norms for class discussions and building classmates learning environment. Focus on motivating and building on ideas of others to get a more comprehensive world view of themes & perspectives in literature. https://charactercounts.org/c7/	ANALYZE AND INTERPRET Prepare materials from CommonLit Target Lesson. May choose to assign online or copy print materials provided in folder. Teach understanding author's perspective using anchor charts in Roadmap book. Use picture cards to activate knowledge. Use this text to teach not only the standard but to model expectations for reading an annotating texts and short responses.	INTRODUCE Motivate and Engage Students engage in a discussion about what you would take in an emergency to help you survive. Watch the Video/Discuss It Students will watch the video "Amazing Stories of Rescues and Survival in Nepal" and discuss the question: <i>What are the circumstances for victims and rescuers after an earthquake in Nepal?</i>  Watch the Video Table of Contents Preview Preview the selections Unit Goals Students will deepen their understanding of what it takes	PREPARE TO READ Compare within Genre Students will compare two different short stories in which the ocean plays a key role. Concept Vocabulary craving; supplication; pleading; beseeching; pestered; insisted Comprehension Strategy Create Mental Images READ Read the Selection CONCEPT VOCAB Page 146 questions 1-3 tie in vocabulary to building conflict (particular focus on question 1)	ANALYZE AND INTERPRET Literary/Text Elements Linear Plot Development Students examine plot development, and the specific states plots follow.  Exit Ticket: Linear Plot Development STUDY LANGUAGE AND CRAFT Author's Craft: Coming-of-Age Narratives Students examine character, conflict, and plot in "Through the Tunnel."  Exit Ticket: Coming-of-Age Narratives







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		<p>to survive by reading, writing, speaking, listening, and presenting.</p> <p>Academic Vocabulary Evidence; credible; valid; formulate; logical</p> <p>Mentor Text Students will read “<i>The Cost of Survival</i>”. They will then be asked to identify what the writer’s position is and what evidence supports it.</p> <ul style="list-style-type: none"> Annotate with students how the author builds the claim <ul style="list-style-type: none"> Examples P2 Logic/Stats P3 Counter P5-6 <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p>	<p>BUILD INSIGHT</p> <p>Close with discussion of 2a- c from page 143 to ensure base understanding</p>	<p>Inquiry and Research Paraphrasing Source Material (Honors Extension) Students research breath training and practice paraphrasing source material</p>
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1 DAY	1 DAY	(Section: 6 Days) 2 DAYS	2 DAYS	1 DAY
SELECTION Through the Tunnel Doris Lessing SE pp 146-147	SELECTION Through the Tunnel Doris Lessing	SELECTION The Seventh Man Haruki Murakami SE pp 148-160	SELECTION The Seventh Man Haruki Murakami SE pp 149-160	SELECTION The Seventh Man Haruki Murakami SE pp 149-160
Florida's B.E.S.T. Spotlight Standard				
V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	EE.2.1- Read and comprehend grade level texts proficiently	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text. <i>(Roadmap, p. 74)</i> R.3.1- Analyze how figurative language creates mood in text(s). <i>(Roadmap, p. 98)</i>	V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.
SMALL GROUP REMEDIATION  Reteach and Practice: Linear Plot Development (RP)  Reteach and Practice: Coming-of-Age Narratives (RP) OR CONTINUE INSTRUCTION	ASSESS  Selection Test: Through the Tunnel Recovery Day – Students check Focus for missing work, low scores	PREPARE TO READ Compare within Genre Students will compare two different short stories in which the ocean plays a key role. Concept Vocabulary desperate; entranced; hallucination; premonition; profound; meditative	ANALYZE AND INTERPRET Literary/Text Elements Non-linear Plot Development Students examine plot devices such as frame story and flashback.  Exit Ticket: Non-linear Plot Development	SMALL GROUP REMEDIATION  Reteach and Practice: Non-linear Plot Development (RP)  Reteach and Practice: Diction, Syntax, and Mood (RP) OR






<p>Word Study: Denotative and Connotative Meanings Students complete activities relating to meanings of words.</p> <p> Exit Ticket: Denotative and Connotative Meanings (if needed remove this exit ticket)</p> <p> Denotative and Connotative Meanings (RP)</p> <p> Unit Goals Video</p> <p>Word Network</p> <p>Students add new words to their Word Network as they read texts in the unit.</p> <p>Tie in Citizenship text connections to reinforce Resilience Standards.</p>		<p>Comprehension Strategy p. 148 & 152 of Teacher's Edition Generate Questions</p> <p>READ</p> <p>Read the Selection</p> <p> Close-Read Guide: Fiction</p> <p>CONCEPT VOCAB Page 164 questions tie in vocabulary to building conflict (particular focus on question 1-2)</p> <p>BUILD INSIGHT Close with discussion of 2a- c from page 161 to ensure base understanding</p>	<p>Author's Craft: Diction, Syntax, and Mood Students analyze how author's word choices add to the story's mood. Introduce Figurative Language chart from BEST page 176 Page 165 example of personification & imagery Additional example- Hyperbole (p.158, P52)</p> <p> Exit Ticket: Diction, Syntax, and Mood</p> <p>Inquiry and Research Develop Research Questions Students research tsunamis in Japan. (Honors extension option)</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Word Study: Latin Suffix: -tion Students complete activities relating to the Latin suffix -tion.</p> <p> Exit Ticket: Latin Suffix: -tion</p> <p> Reteach and Practice: Latin Suffix: -tion (RP)</p> <p>Word Network</p> <p>Students add new words to their Word Network as they read texts in the unit.</p>
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1 DAY	(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY
SELECTION The Seventh Man Haruki Murakami SE pp 162-163	SELECTION The Moral Logic of Survivor Guilt Nancy Sherman SE pp 168-172	SELECTION The Moral Logic of Survivor Guilt Nancy Sherman SE pp 166-167	SELECTION The Moral Logic of Survivor Guilt Nancy Sherman SE pp 168-173	SELECTION The Moral Logic of Survivor Guilt Nancy Sherman SE pp 174-177
Florida's B.E.S.T. Spotlight Standard				
R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text. (Roadmap, p. 74)	R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text. (Roadmap, p. 74)	R.3.4- Analyze an author's use of rhetoric in a text. (Roadmap, p. 104)	V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently
ASSESS  Selection Test: The Seventh Man <u>Recovery Day</u> – Students check Focus for missing work, low scores	PREPARE TO READ Concept Vocabulary burden; culpability; conscience; remorse; entrusted; empathic Comprehension Strategy Make Predictions (Teacher's Edition, p. 168) READ Read the Selection CONCEPT VOCAB Page 176 questions tie in vocabulary to building conflict particular focus on question 1-2) BUILD INSIGHT Close with discussion of 2a-c from page 173 to ensure base understanding.	ANALYZE AND INTERPRET Literary/Text Elements Claims, Appeals, and Supporting Evidence Day 1: Make sure to establish claim with question #1 p. 175 Teacher's Edition Page 175 Teach claim, supporting evidence, & appeals See BEST Standard page 179 for Rhetorical Appeals Use practice questions 1-4  Exit Ticket: Claims, Appeals, and Supporting Evidence (Focus on 3 appeals used in text with chart in whole group) Inquiry and Research Students will conduct research	SMALL GROUP REMEDIATION  Reteach and Practice: Claims, Appeals, and Supporting Evidence (RP) OR STUDY LANGUAGE AND CRAFT Word Study: Greek Root: -path Students complete activities relating to the Greek Root: -path  Exit Ticket: Greek Root: -path (if needed remove this exit ticket)  Reteach and Practice: Greek Root: -path (RP) Word Network Students add new words to their Word Network as they read texts in the unit.	ASSESS  Selection Test: The Moral Logic of Survivor Guilt <u>Recovery Day</u> – Students check Focus for missing work, low scores






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		to learn the meaning, significance, and history of these Latin mottos: de oppresso liber and mors ab alto. Locate two relevant sources to consult for each motto. (Honors extension)		
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(Section: 4 Days) 1 DAY	1 DAY	1 DAY	1 DAY	(Section: 4 Days) 1 DAY
SELECTION Poetry Collection 1 pp 249-254	SELECTION Poetry Collection 1 pp 249-254	SELECTION Reteach and Practice	SELECTION Poetry Collection 1 pp 249-254	SELECTION The Value of a Sherpa Life Grayson Schaffer pp. 239-241
Florida's B.E.S.T. Spotlight Standard				
V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	R.1.4 Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. (<i>Roadmap, p. 80</i>)	R.1.2- Analyze and compare universal themes and their development throughout literary texts. (<i>Roadmap, p. 76</i>)	EE.2.1- Read and comprehend grade level texts proficiently	V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
PREPARE TO READ Concept Vocabulary Students complete activities related to the Concept Vocabulary: treasure; iridescent; luminous Read the Selection Word Study: Latin Root: -lum- (Pg.256) Students complete activities relating to the Latin Root: -lum-  Exit Ticket: Latin Root: -lum-	ANALYZE AND INTERPRET Literary / Text Elements Graphic Elements in Poetry Students analyze structures in poems. (Teacher's Edition pg. 257) Teach poetry structure vocabulary using chart. READ the Selection Comprehension Strategy: Paraphrase p. 250 Teacher's Edition - Paraphrase Stanzas  Exit Ticket: Graphic Elements in Poetry Speaking & Listening Group discussion of poems using guide on page 259.	SMALL GROUP REMEDIATION  Reteach and Practice: Author's Message (RP)  Reteach and Practice: Latin Root: -lum- (RP)	ASSESS  Selection Test: Poetry Collection 1 <u>Recovery Day</u> – Students check Focus for missing work, low scores.	PREPARE TO READ Concept Vocabulary physiology; mortality; reincarnation Comprehension Strategy Make Connections CONCEPT VOCAB Teacher's Edition- Page 238 Types of Context Clues: explanation, definition, & contrast READ Read the Selection BUILD INSIGHT Close with discussion of question 1-4 from page 241 to ensure base understanding.

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1 DAY	1 DAY	1 DAY	2 DAYS	2 DAYS
SELECTION The Value of a Sherpa Life Grayson Schaffer pp. 239-241	SELECTION The Value of a Sherpa Life Grayson Schaffer pp. 239-241	SELECTION The Value of a Sherpa Life Grayson Schaffer pp. 239-241	FLEX DAYS Resiliency lesson & FAST PM1 September- Honesty	UNIT ASSESSMENT
Florida's B.E.S.T. Spotlight Standard				
R.2.1- Analyze the impact of multiple text structures and the use of features in text(s). (<i>Roadmap, p. 86</i>) R.3.4- Analyze an author's use of rhetoric in a text. (<i>Roadmap, p. 104</i>)	R.3.4- Analyze an author's use of rhetoric in a text. (<i>Roadmap, p. 104</i>)	EE.2.1- Read and comprehend grade level texts proficiently.	HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes.	EE.2.1- Read and comprehend grade level texts proficiently
ANALYZE AND INTERPRET Literary / Text Elements Text Structure Students analyze characteristics and structures of the argument, such as counterclaims, rhetorical appeals, pathos, logos, and ethos. Provide BEST Standards Text Structures page 176 - lead students to notice problem & solution structure using TE page 243  Exit Ticket: Claim, Text Structure and Rhetorical Appeals STUDY LANGUAGE AND CRAFT Author's Craft Rhetorical Appeals & Devices Students identify types of rhetorical devices such as	SMALL GROUP REMEDIATION  Reteach and Practice: Text Structure and Rhetorical Appeals (RP)  Reteach and Practice: Rhetorical Devices (RP) OR LANGUAGE STUDY Concept Vocabulary Students complete activities related to the Concept Vocabulary words: physiology; mortality; reincarnation Word Study: Latin Root: -mort- Students complete activities relating to the Latin Root: -mort-	ASSESS  Selection Test: The Value of a Sherpa Life Recovery Day – Students check Focus for missing work, low scores.	RESILIENCY: To have successful outcomes we need to be HONEST about our efforts towards achieving our goals. <ul style="list-style-type: none"> Discuss what honesty in our work looks like. How does honesty impact our character and grit? How does building character & grit improve our outcomes? Charactercounts.org REMEDIATION Additional Flex Day for review of unit. Upcoming: Unit exam & writing instruction	ASSESS Administer Part 1 of the Unit 2 Assessment  Unit 2 Test Test will take 2 class periods. As students finish, they can reflect on unit goals.

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<p>parallelism, rhetorical questions, and charged language. Share Rhetorical Devices from BEST Standards page 179- indicate the ones used in this text</p> <p> Exit Ticket: Rhetorical Devices</p> <p>Speaking and Listening Digital Presentation Students create a digital presentation to educate potential travelers about Mount Everest. (Honors extension)</p>	<p> Exit Ticket: Latin Root: -mort-</p> <p> Reteach and Practice: Latin Root: -mort- (RP)</p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>			
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(Section: 7 Days) 1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
WRITING Expository Essays Writing	WRITING Expository Essays	WRITING Expository Essays Writing	WRITING Expository Essays Writing	WRITING Expository Essays Writing
Florida's B.E.S.T. Spotlight Standard				
ELA.10.C.1.3- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	ELA.10.C.1.3- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	ELA.10.C.1.3- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	ELA.10.C.1.3- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	ELA.10.C.1.3- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.
ANALYZE PROMPT Students will write an argumentative essay about student's free speech. See resource folder for prompt formatting and articles. Teach students steps to any writing task: <ul style="list-style-type: none"> • Know the prompt before reading. • Identify the purpose and audience for your writing. • Read the articles in search of information to use in your response. • Plan your response. • Write your response. • Revise/edit your response. Read and analyze this prompt	WRITING EXPECTATIONS View Expository Writing Rubric with students in order to understand what is important in our writing. Scoring Samplers are available at this link . Note in the rubric that including a sufficient introduction AND conclusion is required to get a 3 or higher in "Purpose/Structure". Citing evidence from multiple sources is also required to get a 3 or higher in "Development".	INTRODUCTIONS Model writing a quality introduction using the sample pieces and a teacher generated model. An introduction should include a hook, a thesis statement (or main idea), and a closing statement that smoothly transitions into the body paragraphs. <u>Some ideas of a hook may include:</u> <ol style="list-style-type: none"> 1. Rhetorical question (it must be truly thoughtful and answered by the end of the essay) 2. Restate the prompt 3. Strong statement 4. Interesting quote or paraphrase from the passage 	INTEGRATE EVIDENCE Model for students what it looks like to smoothly integrate evidence into writing. They need carefully selected text support and various methods for citing the evidence. Model and chart some sentence stems for integrating evidence. Include instructions on parenthetical citations. Use samplers for support as needed. <i>Note: the rubrics do not require a specific format for citations such as MLA.</i> Citations required for a score above 2 in "Development".	ELABORATION Model for students what it looks like to elaborate on evidence. This is important because the goal of the writing standards is to demonstrate an understanding of the articles. If we can't expound on the evidence you include, do you really understand it? Chart some ideas to help students generate their elaboration. <u>After you include evidence ask yourself....</u> <ul style="list-style-type: none"> • Why is this important? • Why is this relevant? • What does this tell us? Draw a conclusion. • What caused

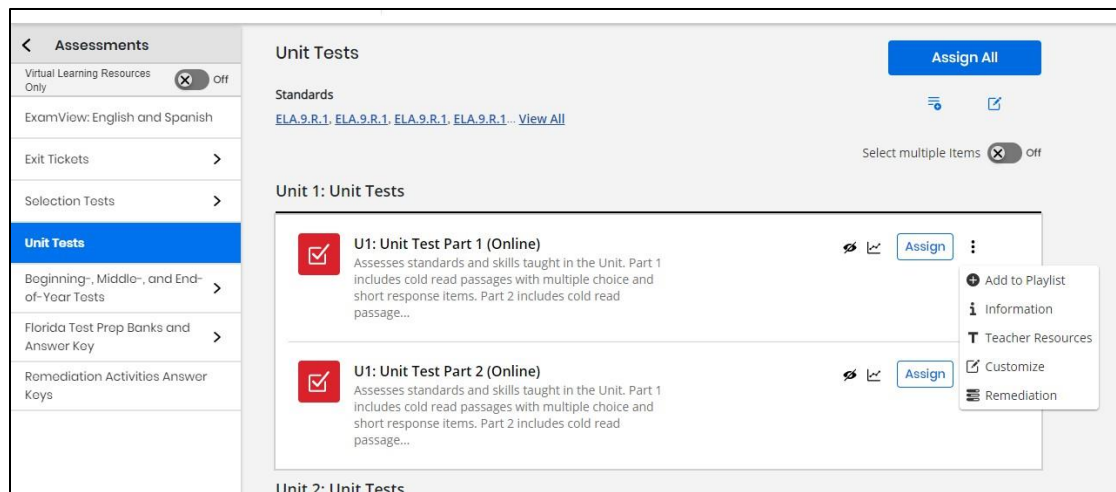
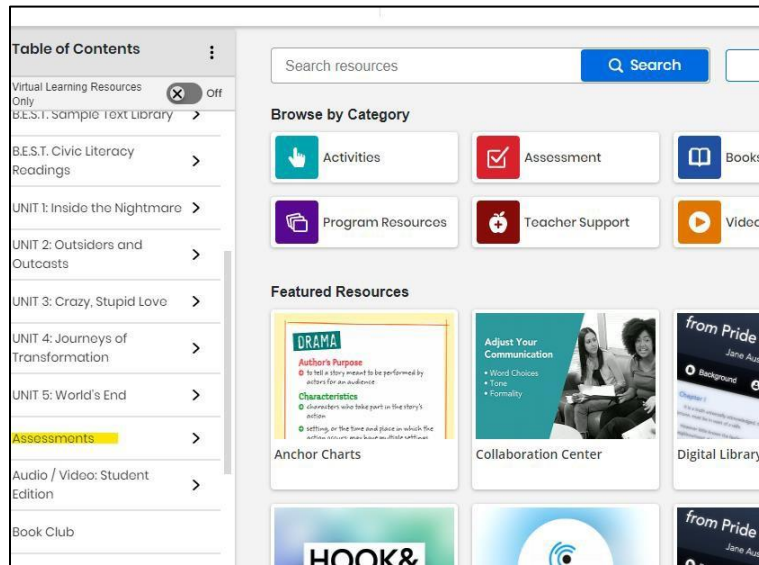
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<p>as a class and <u>determine a purpose for writing</u>.</p> <p>The first hurdle to writing is understanding the source material in a way that will allow them to write about it. If we set them up to read with a purpose in mind, comprehension and writing will be better.</p> <p>Read the articles with purpose in mind.</p>				<p>this to happen?</p> <ul style="list-style-type: none"> • What are the future implications? • Can you infer anything from this information?
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1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
WRITING Expository Essays	WRITING	FLEX DAYS October- Personal Responsibility	FLEX DAYS Reteaching	
Florida's B.E.S.T. Spotlight Standard				
ELA.10.C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	ELA.10.C.1.4- Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.	HE.912.R.2.1: Describe the importance of leadership skills in the school and the community. 2.2: Analyze different perspectives to inform responsible decision-making.	EE.2.1- Read and comprehend grade level texts proficiently	
REVISE & EDIT Teach grammar lessons as needed based on class data and allow students an opportunity to revise their work based on those lessons. Consider: <ul style="list-style-type: none"> • Subject verb agreement • Comma usage • Punctuation for citations • Capitalization of titles & proper nouns 	REVISE & EDIT Teach grammar lessons as needed based on class data and allow students an opportunity to revise their work based on those lessons. Consider: <ul style="list-style-type: none"> • Subject verb agreement • Comma usage • Punctuation for citations • Capitalization of titles & proper nouns 	RESILIENCY Discuss the connection between survival qualities and personal responsibility. IN this unit we have looked at people who faced various survival situations. Some alone, some with a group. Why is important to consider multiple perspectives when making important decisions? How can we respond effectively when our opinions differ from those around us? See this Character Counts lesson on effective communication: https://charactercounts.org/se3-5/ercounts.org/se3-5/	FLEX DAY These days are built into the schedule to allow for school-based events and assessments as well as reteaching that may need to occur. Reteach standards based on Unit assessment data. If Unit 2 Assessment showed deficits in student learning use this time to reteach with SAVVAS resources found by clicking: <ul style="list-style-type: none"> • Realize • English 2 Textbook Cover • Assessments • Unit Tests Now click the 3 dots and there will be a menu for "Remediation". See screen shot at end of document for a visual	

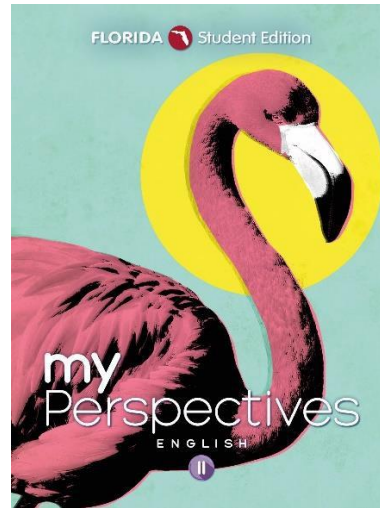
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How to find unit assessment remediation activities.



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**Quarter 2 Curriculum Map (Textbook Unit 1)
Grade 10 – Nassau County School District
2024-2025**

GRADE 10 | Q2 | UNIT 1: **Moving Toward Justice**

ESSENTIAL QUESTION: How can words inspire change?

PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**

NOTES:

- Monitor student data as selection tests and exit tickets are completed to ensure students are meeting expectations and use reteach and practice resources as needed.
- Teacher may also see “Independent Learning” section for additional texts and resources.
- See [BEST Standards](#) for additional text resources.

INSTRUCTIONAL MODEL

UNIT LAUNCH

2nd Quarter Dates:

WHOLE-CLASS LEARNING

45 Instructional Days

WRITING

ASSESSMENT

FLEX DAYS

- October 14, 1st day of 2nd quarter
- October- PSAT Day
- November 11, 2024 – No school
- November 25-29, 2024 – Thanksgiving Break
- December 20, 2024 – Last day of 2nd quarter
- FAST PM2 Window: 12/2/24-1/24/25

Quarter 2 | Unit 1 Overview

In this unit, students will read a variety of texts that arose from or reflect different social justice movements.

Unit Goals

Students will be able to:

- Read texts that explore efforts to create a better, more just world and develop their own perspective.
- Understand and use academic vocabulary related to expository texts.
- Recognize and analyze elements of different genres, including nonfiction, poetry, and fiction.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused, well-structured, and coherent research report that answers a significant question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, and communicate effectively.
- Prepare and deliver an effective podcast.

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Video



Downloadable / Printable Document



Online Assessment



EL Highlights

Selections & Media

Mentor Text

- 1963: The Year That Changed Everything (1030L)

SAVVAS Texts

- Media, Newscast: *Remembering Civil Rights History*, Jeffrey Brown, PBS Newshour
- Argument: Speech: *"I Have a Dream"*, Dr. Martin Luther King, Jr. (1140L)
- Argument: Letter: *Letter from Birmingham Jail*, Dr. Martin Luther King, Jr. (1190L)
- Flash Fiction: *Senor Noboa*, Raul Leis, translated by Leland H. Chambers
- Poetry: *For My People*, Margaret Walker (NP)
- Poetry: *Incident*, Natasha Trethewey (NP)
- Poetry: *Who Burns*, Martin Espada
- Poetry: *Partisan's Song*
- Argument: Speech: *Lessons of Dr. Martin Luther King, Jr.*, Cesar Chavez (1060L)

Writing Articles- from Common Lit:

- ***"Tinker v. Des Moines: Freedom of Speech for Students" by Law for Kids***
- ***"Free Speech in High School" by the Foundation for Individual Rights in Education***
- ***"A Cheerleader's Vulgar Message Prompts a First Amendment Showdown" by Adam Liptak***
- ***"High School Junior Sues School District For Free Speech Infringement, Wins Settlement" by The Free Speech Project***

Unit Reflection

Students will reflect on the unit goals, learning strategies, the texts, and how words inspire change.

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Audio |



Video |









Downloadable / Printable Document |



Online Assessment |



EL Highlights

2 DAYS	(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY
UNIT INTRODUCTION SE pp 2-8	SELECTION “I Have a Dream” Dr. Martin Luther King, Jr. SE pp 16-21	SELECTION “I Have a Dream” Dr. Martin Luther King, Jr. SE pp 22-23	SELECTION “I Have a Dream” Dr. Martin Luther King, Jr. SE pp 16-21	SELECTION “I Have a Dream” Dr. Martin Luther King, Jr. SE pp 22-23
Florida’s B.E.S.T. Spotlight Standard				
10.V.1.1- Integrate academic vocabulary appropriate to grade level in speaking & writing	10.V.1.1- Integrate academic vocabulary appropriate to grade level in speaking & writing	10.R.3.4: Analyze an author’s use of rhetoric in a Text. (Roadmap, p. 104) 10.C.3.1- Follow rules of standard English grammar, punctuation, capitalization, & spelling (parallel structure leads to antithesis)	10.V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently
INTRODUCE Motivate and Engage Students discuss changes they want to see happen in school and in their communities. Watch the Video/Discuss It Students will watch the video “Civil Rights Movement and Martin Luther King” and discuss the question: <i>How was Dr. Martin Luther King, Jr., an important force in creating a more just world?</i>  Watch the Video Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts: Unit Goals Students will deepen their	PREPARE TO READ Concept Vocabulary prosperity; hallowed; tribulations; redemptive; oppression; exalted Comprehension Strategy Teacher’s Edition, p. 16 Establish a Purpose for Reading READ CONCEPT VOCAB, Page 24 questions 1-2 tie in vocabulary to text meaning. BUILD INSIGHT Close with discussion of 2a-c from page 21 to ensure base understanding.	ANALYZE AND INTERPRET Literary/Text Elements Argumentation and Rhetoric p. 23 Students examine types of persuasive language such as charged language, parallelism, repetition, and analogy. Provide Rhetorical Devices chart from BEST Standards (p. 177)  Exit Ticket: Argumentation and Rhetoric Conventions Parallel Construction p. 25 Students identify and write parallel elements.	SMALL GROUP REMEDIATION  Reteach and Practice: Argumentation and Rhetoric (RP)  Reteach and Practice: Parallel Construction (RP) OR Word Study: Derivations, Teacher’s Edition, p. 24 Students notice changes in spelling patterns by adding the suffix <i>-tion</i>  Exit Ticket: Derivations Reteach and Practice: Derivations (RP)	ASSESS  Selection Test: “I Have a Dream” Recovery Day – Students check Focus for missing work, low scores

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<p>understanding of social change by reading, writing, speaking, presenting, and listening.</p> <p>Academic Vocabulary disrupt; coherent; notation; aggregate; express</p> <p>Mentor Text</p> <p>Students will read “<i>1963: The Year That Changed Everything</i>”. They will then be able to participate in discussions about moving towards justice.</p> <ul style="list-style-type: none"> • Intro provides context & ends with main idea. • Subsequent paragraphs build on that idea. • Concluding paragraph summarizes ideas. <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p> <p> Word Network</p>		<p> Exit Ticket: Parallel Construction</p> <p>Inquiry and Research Evaluate Sources for Bias Students evaluate sources for bias. (Honors Extension)</p>		
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(Section: 6 Days) 2 DAYS	2 DAYS	1 DAY	1 DAY	1 DAY
SELECTION Letter from Birmingham Jail Dr. Martin Luther King, Jr. SE pp 26-35	SELECTION Letter from Birmingham Jail Dr. Martin Luther King, Jr. SE pp 26-35	SELECTION Letter from Birmingham Jail Dr. Martin Luther King, Jr. SE pp 36-43	SELECTION Letter from Birmingham Jail Dr. Martin Luther King, Jr. SE pp 44-45	SELECTION Comparing texts- I Have a Dream and Letter from Birmingham Jail Dr. Martin Luther King, Jr. SE pp 48-49
Florida's B.E.S.T. Spotlight Standard				
10.V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	10.R.2.2: Analyze the central idea(s) of historical American speeches and essays. <i>(Roadmap, p. 88)</i> 10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays. <i>(Roadmap, p. 90)</i>	10.V.1.2- Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently	10.R.2.4- Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends. <i>(Roadmap, p. 92)</i>
PREPARE TO READ Concept Vocabulary idly; postpone; stagnation; complacency; yearning; languished Comprehension Strategy, Teacher's Edition, p. 26 Evaluate Details to Determine Key Ideas READ- 2 DAYS Break between paragraphs 24 & 25 as this is a long & complex text.	ANALYZE AND INTERPRET Literary/Text Elements Characteristics and Structures of Arguments p. 46 Students examine types of persuasive language such as claim, counterargument, concession, and rebuttal.  Exit Ticket: Characteristics and Structures of Arguments STUDY LANGUAGE AND CRAFT	SMALL GROUP REMEDIATION  Characteristics and Structures of Arguments OR Word Study: Latin Root: -plac- p. 46 Students complete activities relating to the Latin Root: -plac-  Exit Ticket: Latin Root: -plac-	ASSESS  Selection Test: Letter from Birmingham Jail Recovery Day – Students check Focus for missing work, low scores.	COMPARE SPEECHES Have students evaluate King's 2 speeches. <ul style="list-style-type: none"> • What was his purpose in each? • Who was his audience? • How did that impact what rhetorical appeals he used? See textbook page 48- rather than completing an entire essay have students respond to questions 1-3.

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<p>After day 1 students have seen idly & postpone as vocabulary words and could respond to BUILD INSIGHT, p. 43 questions 2a & 2b.</p> <p>After day 2 discuss BUILD INSIGHT, p. 43 question c and complete concept vocabulary activity.</p> <p>CONCEPT VOCAB Page 46 questions 1-2 tie in vocabulary to building conflict.</p>	<p>Inquiry and Research Synthesize Information, p. 31 How Dr. King manipulates language and presents a convincing rebuttal (Honors Extension)</p>	<p> Latin Root: <i>-plac-</i></p> <p>Word Network Students add new words to their Word Network as they read texts in the unit.</p>		<p>Honors classes- consider completing the compare & contrast essay.</p>
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(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY	1 DAY
SELECTION Señor Noboa Raúl Leis, translated by Leland H. Chambers SE pp 64-71	SELECTION Señor Noboa Raúl Leis, translated by Leland H. Chambers SE pp 72-73	SELECTION Señor Noboa Raúl Leis, translated by Leland H. Chambers SE pp 64-71	SELECTION Señor Noboa Raúl Leis, translated by Leland H. Chambers SE pp 64-71	GRATITUDE Resilience
Florida's B.E.S.T. Spotlight Standard				
10.V.1.3- Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p. 74)</i> 10.R.1.2: Analyze and compare universal themes and their development throughout a literary text. <i>(Roadmap, p. 76)</i>	10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently	HE.912.R.4.3: Describe ways to anticipate, avoid or de-escalate conflicts. HE.912. R.1.1: Demonstrate effective and respectful communication skills and strategies.
PREPARE TO READ Concept Vocabulary omnipotent; authority; stentorian Context Clues. Teacher's Edition, p. 68 Using surrounding words with the example of pittance from paragraph 1- <i>squeezing small</i> landholders: squeezed has a negative connotation here, these landholders would feel pressured and be desperate to give up cheap land. Comprehension Strategy Teacher's Edition, p. 68 Make Inferences READ	ANALYZE AND INTERPRET Literary/Text Elements Development of Themes, p. 73 Students examine the two key ways that fiction writers develop themes through characterization and plot. <i>Be sure to differentiate between theme and topic.</i>  Exit Ticket: Development of Themes (RP) STUDY LANGUAGE AND CRAFT	SMALL GROUP REMEDIATION  Reteach and Practice: Development of Themes  Reteach and Practice: Literary Devices (RP) OR Word Study Etymology: Words from Myths, Pg.72  Exit Ticket: Etymology: Words from Myths  Word Study: Etymology: Words from Myths (RP)	ASSESS  Selection Test: Señor Noboa Recovery Day – Students check Focus for missing work, low scores.	RESILIENCY Discussion Questions: 1. How do the concepts of respect and gratitude relate to one another? 2. How would an attitude of gratitude change the relationship between Senor Noboa and his workers? 3. What are some ways to express gratitude? 4. How could Senor Noboa express gratitude and respect to his workers? 5. How would this affect the communication

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<p>CONCEPT VOCAB, p. 68 How are the vocabulary words all connected?</p> <p>BUILD INSIGHT, p. 71 Close with discussion of 2a-c from page 71 to ensure base understanding</p>	<p>Author's Craft: Literary Elements, p. 74 Students look at various types of irony.</p> <p> Exit Ticket: Literary Devices</p> <p>Composition: Retelling Students write a retelling of the story and share it with the group. (Honors Extension)</p>			<p>that his workers have with him?</p> <p>6. How does this apply to your communication with those around you?</p>
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(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY	(Section: 5 Days) 1 DAY
SELECTION Poetry Collection SE pp 76-83	SELECTION Poetry Collection SE pp 84-85	SELECTION Poetry Collection SE pp 86-87	SELECTION Poetry Collection SE pp 86-87	SELECTION Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez SE pp 88-95
Florida's B.E.S.T. Spotlight Standard				
10.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	10.R.1.4- Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. (Roadmap, p. 80)	V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently	10.V.1.3 Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
PREPARE TO READ Concept Vocabulary bewildered; blundering; trembling Context Clues, Teacher's Edition, p. 76 Using definitions, synonyms, & elaborating details as context clues. Provide students with examples of each type of clue using the chart on pg. 76. As they read, they can look to define vocabulary using context. (4 types so far) Comprehension Strategy Create Mental Images READ	ANALYZE AND INTERPRET Literary/Text Elements, p. 85 Poetic Structure Students examine poetic form in lyric poetry.  Exit Ticket: Poetic Structure STUDY LANGUAGE AND CRAFT Author's Craft: Punctuation in Poetry, p. 86 Students review the functions of commas, semicolons, and dashes.  Exit Ticket: Punctuation in Poetry SHARE IDEAS	SMALL GROUP REMEDIATION  Reteach and Practice: Poetic Structure (RP) Reteach and Practice: Punctuation in Poetry (RP) OR Word Study: Latin Root: -trem-, Teacher's Edition, p. 84 Students complete activities relating to the Latin Root: -trem-  Exit Ticket: Latin Root: -trem-  Reteach and Practice: Latin Root: -trem- (RP)	ASSESS  Selection Test: Poetry Collection Recovery Day – Students check Focus for missing work, low scores.	PREPARE TO READ Concept Vocabulary activist; radical; advocating Comprehension Strategy, Teacher's Edition, p. 88 Summarize Context Clues, Teacher's Edition, p. 88 Using word position & series as context clues. READ CONCEPT VOCAB How are the vocabulary words all connected? BUILD INSIGHT, p. 95 Close with discussion of 2a-c from page 95 to ensure base understanding.

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<p>CONCEPT VOCAB, How are the vocabulary words all connected?</p> <p>BUILD INSIGHT, p. 83</p> <p>Close with discussion of 2a-c from page 83 to ensure base understanding.</p>	<p>Speaking and Listening Oral Interpretation, p. 87</p> <p>Students prepare and deliver an oral interpretation of one of the poems in the collection. (Honors Extension)</p>			
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2 DAYS	1 DAY	1 DAY	2 DAYS	2 DAYS
SELECTION Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez SE pp 96-97	SELECTION Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez SE pp 98-99	SELECTION Lessons of Dr. Martin Luther King, Jr. by Cesar Chavez	RESILIENCY EMPATHY	ASSESS
Florida's B.E.S.T. Spotlight Standard				
10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s). <i>(Roadmap, p. 86)</i>	V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	EE.2.1- Read and comprehend grade level texts proficiently	HE.912.R.1.2: Demonstrate empathy in a variety of contexts and situations. Clarifications: Identifying others' feelings, perspectives, circumstances, experiences, and active listening.	EE.2.1- Read and comprehend grade level texts proficiently
ANALYZE AND INTERPRET Literary/Text Elements Text Structure and Purpose, p. 97 Students examine purpose to develop claim for writing. Text Structure: Cause & Effect Text Structures chart from BEST Standards page 174  Exit Ticket: Text Structure and Purpose STUDY LANGUAGE AND CRAFT Author's Craft: Cohesion and Clarity, p. 98 Students examine different types of transitions. In teaching this section, please refer to text structures and how these transitions	SMALL GROUP REMEDIATION  Reteach and Practice: Text Structure and Purpose (RP)  Reteach and Practice: Cohesion and Clarity (RP) OR Word Study: Latin Root: -voc-, Teacher's Edition, p. 96 Students complete activities relating to the Latin Root: -voc-  Exit Ticket: Latin Root: -voc-  Latin Root: -voc- (RP)	ASSESS  Selection Test: Lessons of Dr. Martin Luther King, Jr. Recovery Day – Students check Focus for missing work, low scores.	RESILIENCY Clarify meaning of empathy in contrast to sympathy. Empathy can be much harder to give as it requires us to identify the feelings, perspectives, & circumstances of others which may be very different from our own. Discussion Questions from unit: 1. In the speech, Chavez elicits empathy from his audience. What does this mean? How does this help him persuade his audience to boycott? 2. How does trying to understand how and why others think, feel, and act help us find solutions to conflicts that	ASSESS Administer Part 1 of the Unit Assessment.

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<p>identify structures and link sections of the text.  Exit Ticket: Cohesion and Clarity</p> <p>Composition Research and write a brief biography focusing on Chavez (pg.95) (Honors Extension)</p>			<p>arise?</p> <p>Alternate resource: See Character Counts website for lesson ideas as this link: https://charactercounts.org/se3- 2/</p>	
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(Section: 6 Days) 1 DAY	1 DAY	1 DAY	1 DAY	1 DAY
WRITING Argumentative Essays	WRITING Argumentative Essays	WRITING Argumentative Essays	WRITING Argumentative Essays	WRITING Argumentative Essays
Florida's B.E.S.T. Spotlight Standard				
C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	C.1.3-Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.
ANALYZE PROMPT Students will write an argumentative essay about student's free speech. See resource folder for prompt formatting and articles. Teach students steps to any writing task: <ul style="list-style-type: none"> • Know the prompt before reading. • Identify the purpose and audience for your writing. • Read the articles in search of information to use in your response. • Plan your response. • Write your response. • Revise/edit your 	WRITING EXPECTATIONS View Argumentative Writing Rubric with students in order to understand what is important in our writing. Scoring Samplers are available at this link . Note in the rubric that including a sufficient introduction AND conclusion is required to get a 3 or higher in "Purpose/Structure". Citing evidence from multiple sources is also required to get a 3 or higher in "Development".	INTRODUCTIONS Model writing a quality introduction using the sample pieces and a teacher generated model. (Use samplers for model/ideas). An introduction should include a hook, a thesis statement (or main idea), and a closing statement that smoothly transitions into the body paragraphs. <u>Some ideas of a hook may include:</u> <ol style="list-style-type: none"> 1. Rhetorical question (it must be truly thoughtful and answered by the end of the essay) 2. Restate the prompt. 3. Strong statement 4. Interesting quote or 	INTEGRATE EVIDENCE Model for students what it looks like to smoothly integrate evidence into writing. They need carefully selected text support and various methods for citing the evidence. Model and chart some sentence stems for integrating evidence. Include instructions on parenthetical citations. Use samplers for support as needed. <i>Note: the rubrics do not require a specific format for citations such as MLA.</i> Citations required for a	ELABORATION Model for students what it looks like to elaborate on evidence. This is important because the goal of the writing standards is to demonstrate an understanding of the articles. If we can't expound on the evidence you include, do you really understand it? Chart some ideas to help students generate their elaboration. <u>After you include evidence ask yourself....</u> <ul style="list-style-type: none"> • Why is this important? • Why is this relevant? • What does this tell us? Draw a conclusion. • What caused this to

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<p>response.</p> <p>Read and analyze this prompt as a class and <u>determine a purpose for writing</u>.</p> <p>The first hurdle to writing is understanding the source material in a way that will allow them to write about it. If we set them up to read with a purpose in mind, comprehension and writing will be better.</p> <p>Read the articles with purpose in mind.</p>		<p>paraphrase from the passage</p>	<p>score above 2 in "Development".</p>	<p>happen?</p> <ul style="list-style-type: none"> • What are the future implications? • Can you infer anything from this information?
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1 DAY	5 DAYS
WRITING Argumentative Essays	FLEX DAYS
Florida's B.E.S.T. Spotlight Standard	
C.1.3- Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and a tone appropriate to the task.	EE.2.1- Read and comprehend grade-level complex texts proficiently.
REVISE & EDIT Teach grammar lessons as needed based on class data and allow students an opportunity to revise their work based on those lessons. Consider: <ul style="list-style-type: none"> • Subject verb agreement • Comma usage • Punctuation for citation • Capitalization of titles & proper nouns 	Reteach or complete lessons. Possible FAST PM 2 Reteach standards based on Unit assessment data. FLEX DAY These days are built into the schedule to allow for school-based events and assessments as well as reteaching that may need to occur. If Unit 1 Assessment showed deficits in student learning use this time to reteach using SAVVAS resources found by clicking: <ul style="list-style-type: none"> • Realize

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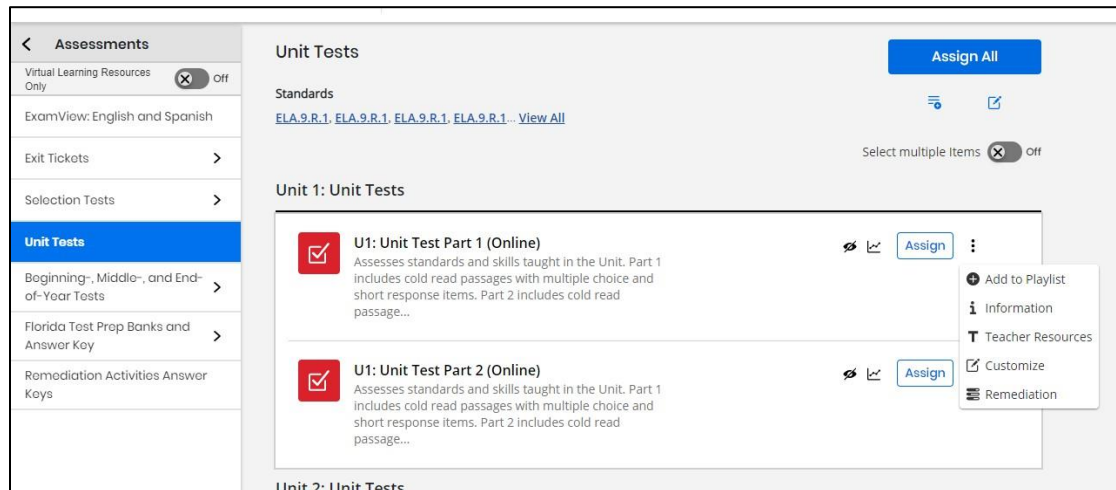
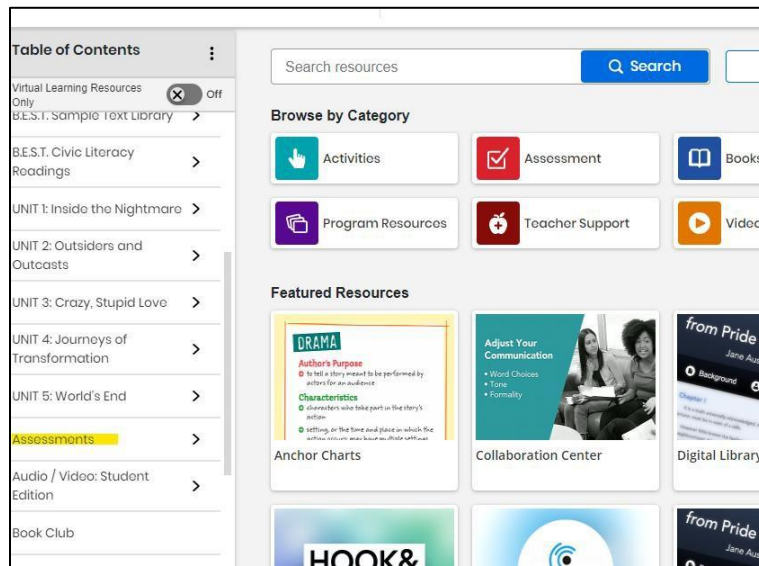


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	<ul style="list-style-type: none">• English 2 Textbook Cover• Assessments• Unit Tests <p>Now click the 3 dots and there will be a menu for "Remediation". See screen shot at end of document for a visual.</p>
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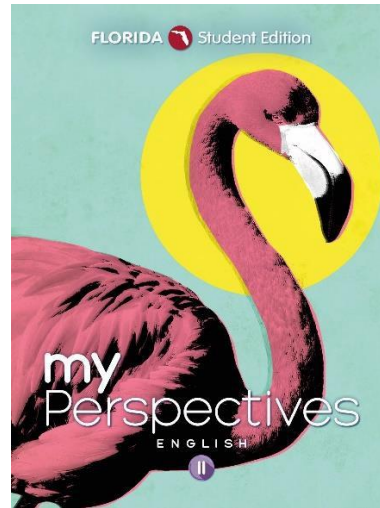
How to find unit assessment remediation activities.



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**Quarter 3 Curriculum Map (Textbook Unit 3)
Grade 10 – Nassau County School District**

2024-2025

GRADE 10 | Q3 | UNIT 3: **All That Glitters**

ESSENTIAL QUESTION: *What do our possessions reveal about us?*

WRITING UNIT: **Essay Writing Review**

NOTES:

45 instructional days

Reading Standards Assessed

- I Came, I Saw, I Shopped
- Civil Peace: R.1.1, R.1.2, R.3.1, R.3.2, R.3.4
- In La Rinconada, Peru, Searching...: R.2.1, R.3.1, R.3.4
- Poetry Selection: R.1.4, R.3.1
- The Golden Touch: R.1.1, R.3.3, R.3.4
- King Midas: R.1.4, R.3.2, R.3.3

INSTRUCTIONAL MODEL

UNIT LAUNCH	3rd Quarter Dates:
WHOLE-CLASS LEARNING	45 Instructional Days
WRITING	
ASSESSMENT	January 7th, 1st day of 3rd quarter
	January 20th – No school
FLEX DAYS	February 17 th - No School
	March 14th – Last day of 3 rd quarter

See BEST Standards reading list for additional materials.

Quarter 3 - Unit 3 Overview

In this unit, students will read many examples of what drives our passion for material possessions.

Unit Goals

Students will be able to:

- Read texts that explore materialism and develop their own perspective.
- Understand and use academic vocabulary related to informative texts.
- Recognize and analyze elements of different genres, including fiction and poetry.
- Read a selection of my choice independently and make meaningful connections to other texts and ideas.
- Write a focused expository essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Listen actively, collaborate, and communicate effectively.
- Give and follow instructions.

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Selections & Media

SAVVAS Texts

- I Came, I Saw, I Shopped (990L)
- Journalism: *In La Rinconada, Peru, Searching for Beauty in Ugliness*, Marie Arana (1240L)
- Poetry Collection: *Avarice*, Yusef Komunyakaa (NP)
- Poetry Collection: *The Good Life*, Tracy K. Smith (NP)
- Poetry Collection: *Money*, Reginald Gibbons (NP)
- Short Story: *The Golden Touch*, Nathaniel Hawthorne (1130L)
- Poetry: *from King Midas*, Howard Moss (NP)

Performance-Based Assessment

Part 1 – Expository Essay










Students will write an essay in response to the following question:
What do our possessions reveal about us?

Unit Reflection



Students will reflect on the unit goals, learning strategies,
the text and what drives our passion for material possessions?

10th grade honors option: (poems from the B.E.S.T. Standards list for grade 10) “Constantly Risking Absurdity” by Lawrence Ferlinghetti, “Not Waving But Drowning” by Stevie Smith, “Ozymandias” by Percy Bysshe Shelley, “Thanatopsis” by William Cullen Bryant, “The Second Coming” by William Butler Yeats








Test prep options: SAVVAS test prep workbooks and IXL.

2 DAYS	(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY
UNIT INTRODUCTION SE pp 270-277	SELECTION Civil Peace Chinua Achebe SE pp 296-303	SELECTION Civil Peace Chinua Achebe SE pp 304-307	SELECTION Civil Peace Chinua Achebe SE pp 308-309	SELECTION Civil Peace Chinua Achebe
Florida B.E.S.T. Spotlight Standards				
10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task	10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p. 74)</i> 10.R.1.2: Analyze and compare universal themes and their development throughout a literary text. <i>(Roadmap, p. 76)</i>	10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text. <i>(Roadmap, p. 74)</i> 10.R.1.2: Analyze and compare universal themes and their development throughout a literary text. <i>(Roadmap, p. 76)</i>	EE.2.1: Read and comprehend grade-level complex texts proficiently.
INTRODUCE Motivate and Engage Students engage in a discussion about why most of us always want more. Watch the Video/Discuss It Students will watch the video “Does More Money Equal More Happiness?” and discuss the question: <i>What type of happiness do you think is easier to achieve—extrinsic or intrinsic?</i>  Watch the Video Table of Contents Preview Preview the selections in the unit and point out that students will respond to prompts:	PREPARE TO READ Concept Vocabulary inestimable; blessings; amenable; influence; surrender; windfall Comprehension Strategy Establish a Purpose for Reading Read the Selection  Civil Peace: Selection Audio  Civil Peace: Accessible Leveled Text BUILD INSIGHT What do these vocabulary words reveal about how Jonathan views the world?	ANALYZE AND INTERPRET Literary/Text Elements Influence of Historical and Cultural Setting Students analyze the influence of a story’s historical and cultural setting on its characterization, plot, and theme. <ul style="list-style-type: none"> Discuss how culture & historical period affect character response as well as author’s themes Questions 1, 4 for influence Questions 3, 5 for theme  Exit Ticket: Influence of Historical and Cultural Setting	SMALL GROUP REMEDIATION Utilizing student exit ticket data use reteach tools as needed  Response to Literature  Influence of Historical and Cultural Setting  Setting and Characterization OR Word Study: Compound Nouns Students complete activities relating to Compound Nouns  Exit Ticket: Compound Nouns	ASSESSMENT  Selection Test: Civil Peace Recovery Day – Students check Focus for missing work, low scores.


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<p>Unit Goals Students will deepen their understanding of social change by reading, writing, speaking, and listening.</p> <p> Unit Goals Video</p> <p>Academic Vocabulary paradox; chronicle; allocate; deduce; primary</p> <p>Mentor Text Students will read “<i>I Came, I Saw, I Shopped</i>”. They will then be able to participate in discussions about materialism. Note use of asyndeton in title for Fig. Lang. Teach as a model for expository text 1-3: build context & topic 4: main idea- reasons we’re driven to buy 5: social reasons 6: transitional 7: emotional 8: recap main idea</p>	<p>Ensure that students understand the text by completing #2 (a-d)</p> <p>Honors Extension Activity Inquiry and Research Display Academic Citations Students conduct research to learn about Chinua Achebe’s famous novel <i>Things Fall Apart</i>.</p>	<p>STUDY LANGUAGE & CRAFT</p> <p>Author’s Craft Setting and Characterization Students analyze the influence of the historical and cultural setting of Nigeria after its devastating civil war and how that setting is evident in the characters’ use of dialect.</p> <ul style="list-style-type: none"> • Have students decode dialect in chart • Focus questions # 3 & 4 <p> Exit Ticket: Setting and Characterization</p>		
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1 DAY	(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY
RESILIENCY LESSON: GRIT	SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 328-339	SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 340-341	SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana SE pp 342-343	SELECTION In La Rinconada, Peru, Searching for Beauty in Ugliness Marie Arana
Florida B.E.S.T. Spotlight Standards				
HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes	10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s). (Roadmap, p. 86) 10.R.3.4: Analyze an author's use of rhetoric in a text. (Roadmap, p. 104)	10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s). (Roadmap, p. 86) 10.R.3.4: Analyze an author's use of rhetoric in a text. (Roadmap, p. 104)	K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.
RESILIENCY Grit: As students prepare for S2 set goals for the remainder of the school year and analyze the role that their character plays in achieving successful outcomes. Compare their personal traits to the positive mindset displayed by Jonathan in Civil Peace. Consider: <ul style="list-style-type: none"> What do I need to do to achieve my goals? My are some potential barriers to my success? How can I overcome those barriers? What do I need to do to stay positive in the face of	PREPARE TO READ Concept Vocabulary marauding; intemperate; despoiled Context Clues Teach using base words as a context clue using intemperate as a model See page 340 for latin root – temp- READ Read the Selection  In La Rinconada, Peru, Searching for Beauty in Ugliness: Selection Audio  In La Rinconada, Peru,	ANALYZE AND INTERPRET Literary/Text Elements: Characteristics and Structures of Informational Texts Students analyze different types of information found in the article. <ul style="list-style-type: none"> Focus on literary journalism Have students to determine thesis & complete analyze chart Teacher led: 2b-structure developing thesis  Exit Ticket: Characteristics and Structures of Informational Texts	SMALL GROUP REMEDIATION  Formal Research Presentation  Author's Use of Rhetoric OR Word Study: Latin Root:  Latin Root: -temp- (RP)	ASSESSMENT  Selection Test: In La Rinconada, Peru, Searching for Beauty in Ugliness Recovery Day – Students check Focus for missing work, low scores.





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adversity?	<p>Searching for Beauty in Ugliness: Accessible Leveled Text</p> <p>BUILD INSIGHT Students answer question 2 (a-c) to ensure basic understanding of text</p> <p>Concept Vocabulary marauding; intemperate; despoiled Revisit vocabulary for commonalities among words</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Author's Use of Rhetoric Students analyze elements of an author's use of language.  Exit Ticket Author's Use of Rhetoric</p> <p>Research Prepare & deliver an oral report on one of the following broad topic: Incan art, La Rinconada, Francisco Pizarro & the Battle of Cajamarca (page 343)- Honors Extension</p>		
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(Section: 5 Days) 1 DAY	2 DAYS	1 DAY	1 DAY	(Section: 6 Days) 2 DAYS
SELECTION Poetry Collection SE pp 344-351	SELECTION Poetry Collection SE pp 352-353	SELECTION Poetry Collection SE pp 354-355	SELECTION Poetry Collection	SELECTION The Golden Touch Nathaniel Hawthorne SE pp 356-370
Florida B.E.S.T. Spotlight Standards				
ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.	ELA.10.R.3.1: Analyze how figurative language creates mood in text(s). <i>(Roadmap, p. 98)</i> ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. <i>(Roadmap, p. 80)</i>	ELA.10.R.3.1: Analyze how figurative language creates mood in text(s). <i>(Roadmap, p. 98)</i> ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. <i>(Roadmap, p. 80)</i>	ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently	ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
PREPARE TO READ Concept Vocabulary avarice; desperate; needy Context Clues Teach restatement & contrast of ideas as a context clue READ Read the Selection  Avarice The Good Life Money: Selection Audio BUILD INSIGHT Students note key idea/topic of each poem Word Study: Denotation and Connotation Students complete activities relating to Denotation and	ANALYZE AND INTERPRET Concept Vocabulary Line, line break, stanza, enjambed, endstopped Literary / Text Elements Poetic Text Structure and Purpose Students analyze structures in poems. <ul style="list-style-type: none"> Teach reading poetry by line vs. by sentence Complete questions 1-5 to analyze structure of each poem: consider carousel or other collaborative strategy  Exit Ticket: Poetic Text Structure and Purpose	SMALL GROUP REMEDIATION  Poetic Language SHARE IDEAS  Short Story  Denotation and Connotation  Poetic Text Structure and Purpose (RP) OR Composition Short Story Students plan and write a short story that answers a question left open by one of the poems. (<i>Honors Extension</i>)	ASSESSMENT  Selection Test: Poetry Collection Recovery Day – Students check Focus for missing work, low scores.	PREPARE TO READ Concept Vocabulary burnished; lustrous; gilded Context Clues Teach elaborating details & contrasting ideas as a context clue Comprehension Strategy Make Predictions <i>Important for standard R.3.3</i> <ul style="list-style-type: none"> This story is retelling a Greek myth Review characteristics of Greek myths READ Begin Read the Selection Paragraphs 1-25

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<p>Connotation</p> <p> Exit Ticket: Denotation and Connotation</p>	<p>STUDY LANGUAGE AND CRAFT</p> <p>Author's Craft Poetic Language Students analyze alliteration and consonance.</p> <ul style="list-style-type: none"> • Alliteration vs. Consonance chart • Complete chart from #1 teacher led • Students analyze using #3-5 <p> Exit Ticket: Poetic Language</p>			<p>Close-Read Guide: Nonfiction</p> <p> The Golden Touch: Selection Audio</p> <p> The Golden Touch: Accessible Leveled Text</p> <p>CONTINUE READING</p> <p>Begin Read the Selection Paragraphs 26-53</p> <p>BUILD INSIGHT</p> <p>Ensure that students understand the text by completing #2 (a-d)</p>
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1 DAY	1 DAY	1 DAY	1 DAY	(Section: 5 Days) 1 DAY
SELECTION The Golden Touch Nathaniel Hawthorne SE pp 356-370	SELECTION The Golden Touch Nathaniel Hawthorne SE p 371	SELECTION The Golden Touch Nathaniel Hawthorne SE pp 372-373	SELECTION The Golden Touch Nathaniel Hawthorne	SELECTION <i>from</i> King Midas Howard Moss SE pp 374-378
Florida B.E.S.T. Spotlight Standard				
ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text. (Roadmap, p. 74)	ELA.10.C.3.1: Follow the rules of standard English grammar, punctuation, capitalization, and spelling appropriate to grade level.	ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	ELA.K12.EE.2.1: Read and comprehend grade-level complex texts proficiently	ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. (Roadmap, p. 80)
ANALYZE AND INTERPRET Literary/Text Elements Narrative Structure Students identify the points at which the different plot stages occur in "The Golden Touch." <ul style="list-style-type: none"> Review narrative structure (review from Unit 2) Students complete #1-3 Close reviewing #2  Exit Ticket: Narrative Structure	STUDY LANGUAGE AND CRAFT Concept Vocabulary Clause, adjective clause, adverb clause, noun clause Conventions Sentence Effectiveness: Dependent Clauses Students identify types of clauses <ul style="list-style-type: none"> Teach vocabulary and placement using chart p. 373 Complete Reteach & Practice sheet  Ticket: Placement of Dependent Clauses	LANGUAGE STUDY Concept Vocabulary Students complete activities related to the Concept Vocabulary words: burnished; lustrous; gilded Word Network Students add new words to their Word Network as they read texts in the unit. Word Study: Latin Root: -lus- Students complete activities relating to the Latin Root: -lus-  Exit Ticket: Latin Root: -lus-	ASSESSMENT  Selection Test: The Golden Touch Recovery Day – Students check Focus for missing work, low scores.	PREPARE TO READ Concept Vocabulary mail; obdurate; ore Context Clues Teach synonyms & contrast of ideas as a context clue (p.374) Comprehension Strategy Paraphrase As students read have them paraphrase each heading of the poem READ Read the Selection  <i>from</i> King Midas: Selection Audio  <i>from</i> King Midas: Accessible Text BUILD INSIGHT

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Audio |



Video |



Downloadable / Printable Document |








Online Assessment |



EL Highlights

				Students answer question #2 (a-d)
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2 DAYS	1 DAY	1 DAY	2 DAYS	(Section: 2 Days) 1 DAY
SELECTION <i>from King Midas</i> Howard Moss SE pp 379-380	SELECTION <i>from King Midas</i> Howard Moss SE pp 381-383	SELECTION <i>from King Midas</i> Howard Moss	SELECTION <i>from King Midas</i> Howard Moss & The Golden Touch Nathaniel Hawthorne SE pp. 382-383	SELECTION My Possessions, Myself Russell W. Belk SE pp 394-400
Florida B.E.S.T. Spotlight Standard				
10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. <i>(Roadmap, p. 80)</i>	10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem. <i>(Roadmap, p. 80)</i>	K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	10.R.3.3: Analyze how mythical, classical, or religious texts have been adapted. <i>(Roadmap, p. 102)</i>	ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
ANALYZE AND INTERPRET Literary / Text Elements Poetic Conventions: Form and Rhyme Students analyze different types of rhymes. <ul style="list-style-type: none"> Exact vs. Slant rhyme Effect of rhyme on meaning #1-3  Exit Ticket: Poetic Conventions: Form and Rhyme STUDY LANGUAGE AND CRAFT Author's Craft Poetic Conventions: Metrics	SMALL GROUP REMEDIATION Word Study: Latin Root: -dur- Students complete activities relating to the Latin Root: -dur-  Exit Ticket: Latin Root: -dur-  Poetic Conventions: Form and Rhyme  Poetic Conventions: Metrics	ASSESSMENT  Selection Test: <i>from King Midas</i> Recovery Day – Students check Focus for missing work, low scores.	READING ACROSS GENRES Instructional Note Teach standard noting for students that the expectation is that they can see what elements of the text remain and how some changes impact the meaning of the text. <i>This standard addresses how the development characters and themes compare across multiple adaptations.</i> Teacher Led Complete the short response portion as a gradual release. Check Point Use multiple choice selections as exit ticket to monitor student	PREPARE TO READ Concept Vocabulary individualistic; unique; vicariously Comprehension Strategy Summarize READ Read the Selection BUILD INSIGHT Students answer questions, using text evidence to support answers. (#2a-c on page 400)

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Audio



Video




Downloadable / Printable Document




Online Assessment



EL Highlights

<p>Students analyze metrics in poetry such as stressed and unstressed syllables, iamb, and enjambment.</p> <ul style="list-style-type: none"> • Teach meter noting vocab foot & iamb • Enjambment • #1 whole group • Students complete #2-3 <p>Note: The depth of the standard does not require mastery of stressed and unstressed syllables.</p> <p> Exit Ticket: Poetic Conventions: Metrics</p>			<p>understanding.</p> <p>Honors Extension Timed writing compares and contrast the adaptations noting:</p> <ul style="list-style-type: none"> • Character portrayals • Complete view • Tone • Attitude <p>Reader's understanding</p>	
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1 DAY	1 DAY	1 DAY	5 DAYS	5 DAYS
SELECTION My Possessions, Myself Russell W. Belk	ASSESS Unit Assessment	RESILIENCY LESSON Perseverance	WRITING Argumentative & Expository Writing	FLEX DAYS Reteach & Remediate
Florida B.E.S.T. Spotlight Standard				
10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s). <i>(Roadmap, p. 86)</i>	K12.EE.2.1: Read and comprehend grade-level complex texts proficiently.	HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts. HE.912.R.2.7: Evaluate strategies that assist with managing challenges or setbacks.	10.C.1.3- Write to argue a position... C.1.4- Write expository texts to explain ...	Spiral Review of Skills based on data- see SAVVAS data analysis from unit assessments.
ANALYZE AND INTERPRET Literary / Text Elements Characteristics and Structures of Informational Texts Students analyze thesis, supporting evidence, and conclusion using page 402.  Exit Ticket: Purpose, Characteristics and Structures of Informational Texts	ASSESS Administer Part 1 of the Unit Assessment.	RESILIENCY Perseverance <ul style="list-style-type: none"> Generate a definition of perseverance with students. Provide students with quotes about perseverance from the Character Counts website (link here). Have students select one quote and discuss, write, or create a digital display explaining how this quote impacts their personal view of perseverance	WRITING REVIEW Utilize the “My Perspectives Test Prep Workbook” prompts located on pages 141-169. Base selection of expository vs. argumentative on student needs.	FLEX Reteach standards based on Unit assessment data. If Unit Assessment showed deficits in student learning use this time to reteach using SAVVAS resources found by clicking: <ul style="list-style-type: none"> Realize English 2 Textbook Cover Assessments Unit Tests Now click the 3 dots and there will be a menu for “Remediation”.

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EL Highlights

***myPerspectives*™ Florida English Language Arts**



SAVVAS
LEARNING COMPANY

**Quarter 4 Curriculum Map (SAVVAS Resources)
Grade 10 - Nassau County School District
2024-2025**

Add instructional lessons on resiliency lessons:

- April- Volunteerism/Mentorship
 - Giving or asking for support, guidance, training, or expertise.
 - **Standards:**
 - HE.912.R.3.1: Identify benefits of voting, volunteering, mentoring, and seeking leadership positions. Clarifications: Student government, clubs, volunteering in the community.
 - HE.912.R.3.2: Analyze ways a leader can inspire confidence and motivate others.
 - HE.912.R.3.3: Analyze situations and demonstrate strategies to engage in respectful debate. Clarifications: Group projects, class discussions.
 - **Lesson Idea:** <https://charactercounts.org/c6/>
- May- Critical Thinking
 - Gathering information to think through and determine the best choice.
 - **Standards:**
 - HE.912.R.4.1: Analyze the importance of character and grit to achieve successful outcomes.
 - HE.912.R.4.2: Generate and apply alternative solutions when solving problems or resolving conflicts.
 - HE.912.R.4.3: Describe ways to anticipate, avoid or de-escalate conflicts.
 - **Lesson Idea:** <https://charactercounts.org/critical-thinkers-and-creative-problem-solvers/>



1- Reading Prose & Poetry			
The standards in this Domain comprise 25-35% of the F.A.S.T. Assessment			
Florida's B.E.S.T. Spotlight Standard			
ELA.10.R.1.1: Analyze how key elements enhance or add layers of meaning and/or style in a literary text.	ELA.10.R.1.2: Analyze and compare universal themes and their development throughout a literary text.	ELA.10.R.1.3: Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.	ELA.10.R.1.4: Analyze how authors create multiple layers of meaning and/or ambiguity in a poem
<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "2 Samuel" from the Bible <ul style="list-style-type: none"> ◦ See also R.1.2, R.3.3, & R.3.4 • SAVVAS Sample Text Library: "A Tale of Two Cities" by Charles Dickens <ul style="list-style-type: none"> ◦ See also R.1.2 & R.3.4 • SAVVAS Sample Text Library: "Not Waving But Drowning" by Stevie Smith <ul style="list-style-type: none"> ◦ See also R.1.2 & R.1.4 • SAVVAS Sample Text Library: "The Autobiography of an Ex-Colored Man" by James Weldon Johnson <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.3, & R.3.1 	<p>Texts in BLUE appear time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Constantly Risking Absurdity" by Lawrence Ferlinghetti <ul style="list-style-type: none"> ◦ See also R.1.4 • SAVVAS Sample Text Library: "Thanatopsis" by William Cullen Bryant <ul style="list-style-type: none"> ◦ See also R.1.4 and R.3.4 • SAVVAS Sample Text Library: "2 Samuel" from the Bible <ul style="list-style-type: none"> ◦ See also R.1.1, R.3.3, & R.3.4 • SAVVAS Sample Text Library: "A Tale of Two Cities" by Charles Dickens <ul style="list-style-type: none"> ◦ See also R.1.1 & R.3.4 	<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Autobiography of an Ex-Colored Man" by James Weldon Johnson <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & R.3.1 • SAVVAS Sample Text Library: "The Red Badge of Courage" by Stephen Crane <ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.2 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.1.4, & V.1.3 	<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Not Waving But Drowning" by Stevie Smith <ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.2 • SAVVAS Sample Text Library: "Constantly Risking Absurdity" by Lawrence Ferlinghetti <ul style="list-style-type: none"> ◦ See also R.1.2 • SAVVAS Sample Text Library: "Thanatopsis" by William Cullen Bryant <ul style="list-style-type: none"> ◦ See also R.1.2 and R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p>



<ul style="list-style-type: none"> • SAVVAS Sample Text Library: "The Red Badge of Courage" by Stephen Crane <ul style="list-style-type: none"> ◦ See also R.1.2 & R.1.3 • SAVVAS Sample Text Library: "The Scarlet Letter" by Nathaniel Hawthorne <ul style="list-style-type: none"> ◦ See also R.1.2 • SAVVAS Sample Text Library: "Uncle Tom's Cabin" by Harriet Beecher Stowe <ul style="list-style-type: none"> ◦ See also R.1.2 & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.3, R.1.4, & V.1.3 • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.1.2 & V.1.3 • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.2, R.1.3, & R.3.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.2, V.1.2, & V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Not Waving But Drowning" by Stevie Smith <ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.4 • SAVVAS Sample Text Library: "The Autobiography of an Ex-Colored Man" by James Weldon Johnson <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.3, & R.3.1 • SAVVAS Sample Text Library: "The Red Badge of Courage" by Stephen Crane <ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.3 • SAVVAS Sample Text Library: "The Scarlet Letter" by Nathaniel Hawthorne <ul style="list-style-type: none"> ◦ See also R.1.1 • SAVVAS Sample Text Library: "Uncle Tom's Cabin" by Harriet Beecher Stowe <ul style="list-style-type: none"> ◦ See also R.1.1 & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, R.2.4, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.4, R.2.1, R.2.2, V.1.3 • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.3, R.1.4, & V.1.3 	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & R.3.3 	<p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, R.1.3, & V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ◦ See also R.1.1, R.2.1, R.2.2, V.1.3
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	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.1.1 & V.1.3 • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.3, & R.3.3 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.1, V.1.2, & V.1.3 		
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2- Reading Informational Text			
The standards in this Domain comprise 25-35% of the F.A.S.T. Assessment			
Florida's B.E.S.T. Spotlight Standard			
ELA.10.R.2.1: Analyze the impact of multiple text structures and the use of features in text(s).	ELA.10.R.2.2: Analyze the central idea(s) of historical American speeches and essays.	ELA.10.R.2.3: Analyze an author's choices in establishing and achieving purpose(s) in historical American speeches and essays.	ELA.10.R.2.4: Compare the development of two opposing arguments on the same topic, evaluating the effectiveness and validity of the claims, and analyzing the ways in which the authors use the same information to achieve different ends.
<p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Checkers" speech by Richard Nixon <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & R.3.4 • SAVVAS Sample Text Library: "Common Sense" by Thomas Paine <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & R.3.4 • SAVVAS Sample Text Library: "Farewell Address" by George Washington <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & R.3.4 • SAVVAS Sample Text Library: "For the Equal Rights Amendment" by Shirley Chisholm 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Checkers" speech by Richard Nixon <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, & R.3.4 • SAVVAS Sample Text Library: "Common Sense" by Thomas Paine <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, & R.3.4 • SAVVAS Sample Text Library: "Farewell Address" by George Washington <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.3, & R.3.4 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "Checkers" speech by Richard Nixon <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.3.4 • SAVVAS Sample Text Library: "Common Sense" by Thomas Paine <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.3.4 • SAVVAS Sample Text Library: "Farewell Address" by George Washington <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.3.4 	<p>Texts in BLUE appear for the first time when moving left to right.</p> <p>SAMPLE TEXT LIBRARY</p> <p>These resources are available online and in the Curriculum Guide Resource Folder for Q4.</p> <p>Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction.</p> <ul style="list-style-type: none"> • SAVVAS Sample Text Library: "For the Equal Rights Amendment" by Shirley Chisholm <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, R.2.3, & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p>



<ul style="list-style-type: none"> ○ See also R.2.2, R.2.3, R.2.4, & R.3.4 • SAVVAS Sample Text Library: Address to William Henry Harrison- SAVVAS <ul style="list-style-type: none"> ○ See also R.2.2, R.2.3, & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ○ See also R.1.2, R.2.3, R.2.4, V.1.3 • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ○ See also R.1.2, R.1.4, R.2.2, V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.4, R.3.1, & V.1.3 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ○ See also V.1.2 & V.1.3 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ○ See also R.2.4 & V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: “For the Equal Rights Amendment” by Shirley Chisholm <ul style="list-style-type: none"> ○ See also R.2.1, R.2.3, R.2.4, & R.3.4 • SAVVAS Sample Text Library: Address to William Henry Harrison- SAVVAS <ul style="list-style-type: none"> ○ See also R.2.1, R.2.3, & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> ○ See also R.1.2, R.1.4, R.2.1, V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ○ See also R.2.1, R.2.4, R.3.1, & V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ○ See also R.2.3, R.2.4, R.3.4, V.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ○ See also R.2.3, R.2.4, & V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ○ See also R.2.3, R.3.4, & V.1.3 	<ul style="list-style-type: none"> • SAVVAS Sample Text Library: “For the Equal Rights Amendment” by Shirley Chisholm <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, R.2.4, & R.3.4 • SAVVAS Sample Text Library: Address to William Henry Harrison- SAVVAS <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, & R.3.4 <p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ○ See also R.1.2, R.2.1, R.2.4, V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.4, R.3.4, V.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.4, & V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ○ See also R.2.2, R.3.4, & V.1.3 	<p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> ○ See also R.1.2, R.2.1, R.2.3, V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ○ See also R.2.1, R.2.2, R.3.1, & V.1.3 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.3, R.3.4, V.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ○ See also R.2.2, R.2.3, & V.1.3 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ○ See also R.1.1 & V.1.3
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3- Reading Across Genres & Vocabulary				
The standards in this Domain comprise 35-50% of the F.A.S.T. Assessment				
Florida's B.E.S.T. Spotlight Standard				
ELA.10.R.3.1: Analyze how figurative language creates mood in text(s)	ELA.10.R.3.3: Analyze how mythical, classical, or religious texts have been adapted.	ELA.10.R.3.4: Analyze an author's use of rhetoric in a text.	ELA.10.V.1.2: Apply knowledge of etymology and derivations to determine meanings of words and phrases in grade-level content.	ELA.10.V.1.3: Apply knowledge of context clues, figurative language, word relationships, reference materials, and/or background knowledge to determine the connotative and denotative meaning of words and phrases, appropriate to grade level.
All texts in this section, except Reading Bank 11 (R.3.4 & V.1.2) have been used for standards in Domains 1 and/or 2.				
SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. <ul style="list-style-type: none"> SAVVAS Sample Text Library: "The Autobiography of an Ex-Colored Man" by James Weldon Johnson <ul style="list-style-type: none"> See also R.1.1, R.1.2, & R.1.3 	SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. <ul style="list-style-type: none"> SAVVAS Sample Text Library: "2 Samuel" from the Bible <ul style="list-style-type: none"> See also R.1.1, R.1.2, & R.3.4 	SAMPLE TEXT LIBRARY These resources are available online and in the Curriculum Guide Resource Folder for Q4. Each text includes a student copy of the passage with a worksheet that is broken up by standard to guide instruction. <ul style="list-style-type: none"> SAVVAS Sample Text Library: "2 Samuel" from the Bible <ul style="list-style-type: none"> See also R.1.1, R.1.2, & R.3.3 SAVVAS Sample Text Library: "A Tale of Two Cities" by Charles Dickens 	SAMPLE TEXT LIBRARY No texts available. TEST PREP WORKBOOK PASSAGES These resources are available online and in the Test Prep Workbook. <ul style="list-style-type: none"> Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> See also R.2.2, R.2.3, R.2.4, R.3.4, & V.1.3 Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> See also R.2.1 & V.1.3 Test Prep Workbook: Reading Bank 10 	SAMPLE TEXT LIBRARY No texts available. TEST PREP WORKBOOK PASSAGES These resources are available online and in the Test Prep Workbook. <ul style="list-style-type: none"> Test Prep Workbook: Reading Bank 1 <ul style="list-style-type: none"> See also R.1.2, R.2.1, R.2.3, & R.2.4 Test Prep Workbook: Reading Bank 2 <ul style="list-style-type: none"> See also R.1.1, R.1.2, R.1.3, & R.1.4 Test Prep Workbook: Reading Bank 3 <ul style="list-style-type: none"> See also R.1.2, R.1.4, R.2.1, & R.2.2



<p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & 2.4 	<p>TEST PREP WORKBOOK PASSAGES</p> <p>These resources are available online and in the Test Prep Workbook.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 8 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & R.1.3 	<ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.2 • SAVVAS Sample Text Library: "Uncle Tom's Cabin" by Harriet Beecher Stowe <ul style="list-style-type: none"> ◦ See also R.1.1 & R.1.2 • SAVVAS Sample Text Library: "Thanatopsis" by William Cullen Bryant <ul style="list-style-type: none"> ◦ See also R.1.2 & R.1.4 • SAVVAS Sample Text Library: "Checkers" speech by Richard Nixon <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.2.3 • SAVVAS Sample Text Library: "Common Sense" by Thomas Paine <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.2.3 • SAVVAS Sample Text Library: "Farewell Address" by George Washington <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.2.3 • SAVVAS Sample Text Library: "For the Equal Rights Amendment" by Shirley Chisholm <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, R.2.3, & R.2.4 • SAVVAS Sample Text Library: Address to William Henry Harrison-SAVVAS <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, & R.2.3 <p>TEST PREP WORKBOOK PASSAGES</p>	<ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 11 <ul style="list-style-type: none"> ◦ See also R.3.4 & V.1.3 ◦ FIRST TIME TEXT APPEARS 	<ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 4 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 5 <ul style="list-style-type: none"> ◦ See also R.2.1, R.2.2, R.2.4, & R.3.1 • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, R.2.4, R.3.4, & V.1.2 • Test Prep Workbook: Reading Bank 7 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & R.2.4 • Test Prep Workbook: Reading Bank 9 <ul style="list-style-type: none"> ◦ See also R.2.1 & V.1.2 • Test Prep Workbook: Reading Bank 10 <ul style="list-style-type: none"> ◦ See also R.1.1, R.1.2, & V.1.2 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & R.3.4 • Test Prep Workbook: Reading Bank 13 <ul style="list-style-type: none"> ◦ See also R.1.1 & R.2.4
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		<p>These resources are available online and in the Test Prep Workbook.</p> <p>Texts in GREEN also appear in Reading Poetry & Prose section.</p> <ul style="list-style-type: none"> • Test Prep Workbook: Reading Bank 6 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, R.2.4, V.1.2, & V.1.3 • Test Prep Workbook: Reading Bank 11 <ul style="list-style-type: none"> ◦ See also V.1.2 & V.1.3 • Test Prep Workbook: Reading Bank 12 <ul style="list-style-type: none"> ◦ See also R.2.2, R.2.3, & V.1.3 		
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