myPerspectives™ Florida English Language Arts
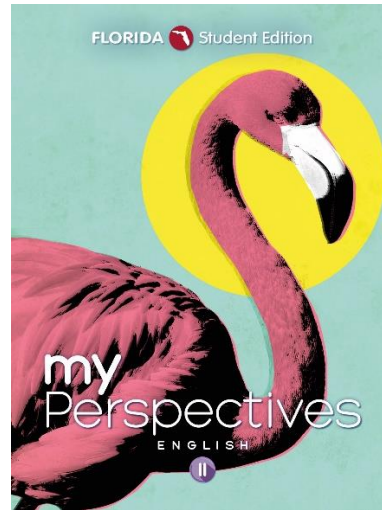

Unit 2 Planning Guide
Grade 10

GRADE 10 | UNIT 2: **Survival**
ESSENTIAL QUESTION: *What qualities help us survive?*
PERFORMANCE BASED ASSESSMENT: **Argumentative Essay**
NOTES:

- Prior to Unit administer Beginning of Year SAAVAS Assessment for baseline of new standards
- Pacing set for Standard English Course- Honors Courses consider using Optional Days and Essay from original SAAVAS pacing guides on days 12 & 13
- Consider pairing with novel excerpts from Lord of the Flies, Fahrenheit 451, Red Badge of Courage (see sample text library)

Unit 2 Overview

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

INSTRUCTIONAL MODEL

WHOLE-CLASS LEARNING

ASSESSMENTS

SMALL-GROUP LEARNING

INDEPENDENT LEARNING

1st Quarter Dates:
- August 10th - October 14th
- Sept 5- Labor Day
- Sept 14- Half Day
- Oct 12- PSAT Day

Unit Goals

Students will be able to:

- Read texts that explore different ways of thinking about survival and develop their own perspective.
- Understand and use academic vocabulary related to argumentative texts.
- 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.
- Write a focused, structured, and coherent argumentative essay in response to a thematic question.
- Complete Timed Writing tasks with confidence.
- Collaborate, listen actively, build on others' ideas, and communicate effectively.
- Prepare and deliver an effective multimedia presentation.

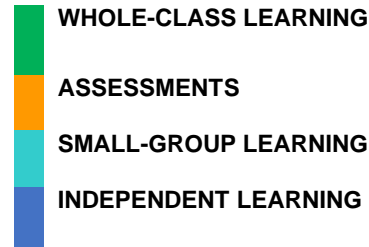**Selections & Media**

Mentor Text
- The Cost of Survival (1070L)

Whole-Class Learning
- 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)
- Media, Radio Broadcast: *The Key to Disaster Survival? Friends and Neighbors*

Peer-Group Learning

- Narrative Nonfiction**:** *The Voyage of the James Caird,* Caroline Alexander (1160L)
- Media, Photo Gallery: *The Endurance and the James Caird in Images*
- Novel Excerpt: from *Life of Pi,* Yann Martel (870L)
- 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

Independent Learning
- Short Story: *To Build a Fire,* Jack London (970L)
- Short Story: *The Most Dangerous Game,* Richard Connell (740L)
- Biography: from *Unbroken,* Laura Hillenbrand (910L)
- Expository Nonfiction: Seven Steps to Surviving a Disaster (1340L)
- Poetry Collection: *Problems With Hurricanes / Children Walk on Chairs…,* Victor Hernandez Cruz / Patrick Roscal
- Magazine Article: *Titanic vs. Lusitania: How People Behave in a Disaster,* Jeffrey Kluger (1240L)

Performance-Based Assessment

Part 1 – Argumentative 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.

DAY 1	DAY 2	DAY 3	DAY 4	DAY 5
UNIT INTRODUCTION	**OVERVIEW** Whole-Class Learning **SELECTION** Through the Tunnel Doris Lessing	**SELECTION** Through the Tunnel Doris Lessing	**SELECTION** Through the Tunnel Doris Lessing	**SELECTION** The Seventh Man Haruki Murakami
SE pp 122-129	SE pp 130-143	SE pp 144-145	SE pp 146-147	SE pp 148-161

Florida's B.E.S.T. Spotlight Standard				
V.1.1- Integrate academic vocabulary appropriate to grade level in speaking & writing	**EE.2.1- Read and comprehend grade level texts proficiently**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**	**R.1.3- Analyze coming of age experiences reflected in a text and how the author represents conflicting perspectives.**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**
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: *What are the circumstances for victims and rescuers after an earthquake in Nepal?* Watch the Video **Table of Contents Preview** Preview the selections in the unit and point out that students will respond to prompts: **Whole-Class Learning**	**Essential Question** *What qualities help us survive"?* **Whole-Class Learning Strategies** • Listen actively • Clarify by asking questions • Monitor understanding • Interact and share ideas Whole-Class Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **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	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. **Inquiry and Research Paraphrasing Source Material** Students research breath training and practice paraphrasing source material. **Literary/Text Elements Linear Plot Development** Students examine plot development, and the specific states plots follow.	**STUDY LANGUAGE AND CRAFT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: craving; supplication; pleading; beseeching; pestered; insisted **Word Study: Denotative and Connotative Meanings** Students complete activities relating to meanings of words. Exit Ticket: Denotative and Connotative Meanings (if needed remove this exit ticket) Denotative and Connotative Meanings (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Author's Craft:**	**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 **Comprehension Strategy** Generate Questions **READ** **Read the Selection** The Seventh Man: Selection Audio The Seventh Man: Accessible Leveled Text Close-Read Guide: Fiction **BUILD INSIGHT**

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

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

Should people in life-or-death situations be held accountable for their actions? **Peer-Group Learning** *Are the possible risks of rescue missions worth the potential outcomes?* **Performance-Based Assessment** *What qualities help us survive?* **Unit Goals** Students will deepen their understanding of what it takes to survive by reading, writing, speaking, listening, and presenting. ⭕ Unit Goals Video **Academic Vocabulary** Evidence; credible; valid; formulate; logical 🔴 Home Connection Letter 🔴 Spanish Home Connection Letter 🔴 Unit 1 Answer Key **Mentor Text** Students will read "*The Cost of Survival"*. They will then be asked to identify what the writer's position is and what evidence supports it. **Word Network** Students add new words to their Word Network as they read texts in the unit. 🔴 Word Network **Summary**	**READ** **Read the Selection** 🔊 Through the Tunnel: Selection Audio 🔴 Through the Tunnel: Accessible Leveled Text 🔴 Close-Read Guide: fiction **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis • EQ Notes	Vocab: linear plot, exposition ☑ Exit Ticket: Linear Plot Development 🔴 Reteach and Practice: Linear Plot Development (RP)	**Coming-of-Age Narratives** Students examine character, conflict, and plot in "Through the Tunnel." ☑ Exit Ticket: Pronoun-Coming-of-Age Narratives 🔴 Reteach and Practice: Coming-of-Age Narratives (RP)	Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis • EQ Notes

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

🔊 Audio | ▶ Video| 🔴 Downloadable / Printable Document | ☑ Online Assessment | ☑ EL Highlights

Students write a summary of the Mentor Text. (Consider as homework if time is an issue) **Icebreaker** Students participate in an activity related to the unit theme. **Quick Writes** Students write a response to the Quick Write prompt: What qualities help us survive? (Ties into end of Unit Performance Task) **EQ Notes** Students add notes and evidence that will be used to inform the Performance-Based Assessment. EQ Notes				
Florida's B.E.S.T. Standards				
10.C.1; 10.C.2; 10.R.3; 10.V.1.1; 10.V.1.2; K12.EE.2.1; K12.EE.4.1	10.R.3.1; 10.R.3.4; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	10.C.4; 10.R.1.1; 10.R.3.2	10.R.3.1; 10.V.1.3	10.R.3.1; 10.R.3.2; K12.EE.1.1; K12.EE.2.1

DAY 6	DAY 7	DAY 8	DAY 9	DAY 10
SELECTION The Seventh Man Haruki Murakami	**SELECTION** The Seventh Man Haruki Murakami	**SELECTION** The Seventh Man Haruki Murakami	**SELECTION** The Moral Logic of Survivor Guilt Nancy Sherman	**SELECTION** The Moral Logic of Survivor Guilt Nancy Sherman
SE pp 162-163	SE pp 164-165	SE pp 166-167	SE pp 168-173	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	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**	**C.1.4- Write expository texts to explain and analyze information from multiple sources, using logical organization, purposeful transitions, and a tone and voice appropriate to the task.**	**R.3.4- Analyze an author's use of rhetoric in a text.**	**R.3.4- Analyze an author's use of rhetoric in a text.**
ANALYZE AND INTERPRET **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. **Inquiry and Research** Develop Research Questions Students research tsunamis in Japan. **Literary/Text Elements Non-linear Plot Development** Students examine plot devices such as frame story and flashback Exit Ticket: Non-linear Plot Development Reteach and Practice: Non-linear Plot Development (RP)	**STUDY LANGUAGE AND CRAFT** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: desperate; entranced; hallucination; premonition; profound; meditative **Word Study: Latin Suffix: -tion** Students complete activities relating to the Latin suffix -tion. Exit Ticket: Latin Suffix: -tion Reteach and Practice: Latin Suffix: -tion (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit.	**COMPARE WITHIN GENRE** **Writing to Compare: Essay** Students write a comparison-and-contrast essay exploring the effects of two types of plot development—the linear approach of "Through the Tunnel" and the non-linear approach of "The Seventh Man."	**PREPARE TO READ** **Concept Vocabulary** burden; culpability; conscience; remorse; entrusted; empathic **Comprehension Strategy** Make Predictions **READ** **Read the Selection** The Moral Logic of Survivor Guilt: Selection Audio The Moral Logic of Survivor Guilt: Accessible Leveled Text **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. **Inquiry and Research** Locate Relevant Sources Students locate relevant sources. **Literary/Text Elements Claims, Appeals, and Supporting Evidence** Exit Ticket: Claims, Appeals, and Supporting Evidence Reteach and Practice: Claims, Appeals, and Supporting Evidence (RP) **STUDY LANGUAGE AND CRAFT** **Concept Vocabulary**

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

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

	Author's Craft: Diction, Syntax, and Mood Students analyze how author's diction and syntax add to the story's mood. ☑️ Exit Ticket: Diction, Syntax, and Mood 🔄 Reteach and Practice: Diction, Syntax, and Mood (RP) ☑️ Selection Test: The Seventh Man		• EQ Notes	Students complete activities related to the Concept Vocabulary words: burden; culpability; conscience; remorse; entrusted; empathic **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. **Conventions: Punctuation** Students examine colons, semicolons, and dashes. ☑️ Exit Ticket: Punctuation 🔄 Reteach and Practice: punctuation (RP)
Florida's B.E.S.T. Standards				
10.C.4.1; 10.R.1.1	10.R.1.1; 10.V.1.2	10.C.1.4; 10.R.1.1; K12.EE.6.1	10.R.1; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	10.C.3.1; 10.C.4.1; 10.R.1; 10.R.2; 10.R.2.2; 10.R.3.4; 10.V.1.2

DAY 11	DAY 12	DAY 13	DAY 14	DAY 15
SELECTION The Moral Logic of Survivor Guilt Nancy Sherman SE Pp 178-179	**RETEACH** Based on student data from exit tickets	**RETEACH** Based on student data from exit tickets	**PERFORMANCE TASK: WRITING FOCUS** Write an Argumentative Essay SE pp 184-187	**PERFORMANCE TASK: WRITING FOCUS** Write an Argumentative Essay SE pp 188-189
Florida's B.E.S.T. Spotlight Standard				
C.1.4- Write expository texts to explain and analyze information from multiple sources, using logical organization, purposeful transitions, and a tone and voice 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 maintaining a formal & objective tone.**	**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 maintaining a formal & objective tone.**
SHARE IDEAS **Composition** Students write an encyclopedia entry. Reteach and Practice: Encyclopedia entry (RP) **Speaking and Listening: Pep Talk** Students write and deliver a pep talk to someone who has experienced a failure. Speaking and Listening: Pep Talk (RP) **EQ Notes** Students add thoughts and observations about the reading. Selection Test: The Moral Logic of Survivor Guilt	**RETEACH & PRACTICE** See reteach and practice activities based on student exit ticket data **GRAMMAR CENTER** Use grammar center tutorials, practice lessons, interactives, & worksheets **VOCABULARY CENTER** Use vocabulary center tutorials, practice lessons, interactives, & worksheets	**RETEACH & PRACTICE** See reteach and practice activities based on student exit ticket data **GRAMMAR CENTER** Use grammar center tutorials, practice lessons, interactives, & worksheets **VOCABULARY CENTER** Use vocabulary center tutorials, practice lessons, interactives, & worksheets	**PERFORMANCE TASK** **Write an Argumentative Essay** Students write an argumentative essay defending a position. **PreWriting/Planning** Students freewrite, develop sentence frames, fact check, and structure their arguments.	**PERFORMANCE TASK** **Drafting** Students organize and write a first draft. • Read like a writer • Create coherence

Florida's B.E.S.T. Standards				
10.C.1.4; 10.C.2.1; K12.EE.6.1	K12.EE.1.1; K12.EE.2.1	10.C.1; K12.EE.5.1; K12.EE.6.1	10.C.1.3	K12.EE.6.1

DAY 16	DAY 17	DAY 18	DAY 19	DAY 20
PERFORMANCE TASK: WRITING FOCUS Write an Argumentative Essay	**PERFORMANCE TASK: WRITING FOCUS** Write an Argumentative Essay	**OVERVIEW** Peer-Group Learning **SELECTION** The Voyage of the *James Caird* Caroline Alexander	**SELECTION** The Voyage of the *James Caird* Caroline Alexander	**SELECTION** The Voyage of the *James Caird* Caroline Alexander
SE pp 190-193	SE pp 190-193	SE pp 196-212	SE p 213	SE pp 214-215

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 maintaining a formal & objective tone.	**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 maintaining a formal & objective tone.**	**Establish cooperative learning norms** **Half class establish norms and set purpose** **Half of class practice and provide feedback on cooperative learning goals**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**
PERFORMANCE TASK **Peer Revising** Students evaluate and revise draft using the revision guide for arguments. • Read like a writer • Take a closer look at your draft **Editing and Proofreading** Students edit for conventions and proofread for accuracies. • Read like a writer • Focus on sentences • Focus on Capitalization and Punctuation **Publishing and Presenting** Students create a final version of their argument and share with class or school community.	**PERFORMANCE TASK** **Revising** Students evaluate and revise draft using the revision guide & peer feedback for arguments. • Read like a writer • Take a closer look at your draft **Editing and Proofreading** Students edit for conventions and proofread for accuracies. • Read like a writer • Focus on sentences • Focus on Capitalization and Punctuation **Publishing and Presenting** Students create a final version of their argument and share with class or school community.	**PEER-GROUP LEARNING** **Essential Question** *What qualities help us survive?* **Peer-Group Learning Strategies** • Prepare • Participate fully • Support others • Clarify Peer-Group Learning Strategies **Table of Contents Preview** Preview the selections in the unit and discuss how they relate to the EQ and unit topic. **Collaborate With Your Group** Student discuss the following:	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: pitched; reeling; upheaval **Word Study: Language from Seafaring** Students complete activities relating specific technical words relating to nautical terms. Exit Ticket: Language from Seafaring Reteach and Practice: Language from Seafaring (RP)	**ANALYZE AND INTERPRET** **Literary/Text Elements: Author's Purpose and Message** Students will determine the author's purpose and message. Exit Ticket: Author's Purpose and Message Reteach and Practice: Author's Purpose and Message (RP) **Author's Craft: Diction, Syntax, and Voice** Students find examples of diction and syntax. Exit Ticket: Diction, Syntax, and Voice Reteach and Practice: Diction, Syntax, and Voice (RP)

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

Audio | Video | Downloadable / Printable Document | Online Assessment | EL Highlights

		• Build on the Ideas of Others • Set Ground Rules for Decision-Making • Develop a Plan for Consensus Building **Make a Schedule** Students make a schedule. **Respond to the Texts** • Reflect and Adjust Your Responses • Use Text Evidence • Craft Original Commentary **PREPARE TO READ** **Compare Across Genres** Students compare a narrative nonfiction text with a photo gallery. **Concept Vocabulary** pitched; reeling; upheaval **Comprehension Strategy** Monitor Comprehension **READ** **Read the Selection** 🔊 The Voyage of the James Caird: Selection Audio 📄 The Voyage of the James Caird: Accessible Leveled Text **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Comprehension • Analysis and Discussion		📄✅ Selection Test: The Voyage of the James Caird

		• EQ Notes		

Florida's B.E.S.T. Standards				
10.C.1.5; 10.C.3.1; 10.C.5.2; 10.V.1.1	10.C.1.3	10.C.1; 10.R.2.1; 10.V.1.3; K12.EE.1.1; K12.EE.2.1	10.V.1.3	10.R.1.1; 10.R.2

DAY 21	DAY 22	DAY 23	DAY 24	DAY 25
SELECTION The Endurance and the James Caird in Images	**SELECTION** The Endurance and the James Caird in Images	**SELECTION** *from* Life of Pi Yann Martel	**SELECTION** *from* Life of Pi Yann Martel	**SELECTION** *from* Life of Pi Yann Martel
SE pp 216-221	SE pp 222-223	SE pp 224-233	SE pp 234-235	SE pp 236-238

Florida's B.E.S.T. Spotlight Standard

C.1.4- Write expository texts to explain and analyze information from multiple sources, using logical organization, purposeful transitions, and a tone and voice appropriate to the task.	**C.1.4- Write expository texts to explain and analyze information from multiple sources, using logical organization, purposeful transitions, and a tone and voice appropriate to the task.**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**	**R.1.1- Analyze how key elements enhance or add layers of meaning and/or style to a literary text**	**C.3.1- Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.**
PREPARE TO VIEW **Compare Across Genres** Students compare a narrative nonfiction text with a photo gallery. **Media Vocabulary** Composition; Perspective or Angle; Lighting and Color **Comprehension Strategy** Synthesize Information **VIEW** 🔊 Audio Summary **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Comprehension • Analysis and Discussion • EQ Notes. **ANALYZE AND INTERPRET**	**TEST PRACTICE** **Multiple Choice** Students answer questions about "The Voyage of the James Caird," by Caroline Alexander, and the photo gallery "The Endurance and the James Caird in Images," **Short Response** Students analyze, compare and contrast, and evaluate by answering questions about the selections. **Timed Writing** Students write a comparison-and-contrast essay.	**PREPARE TO READ** **Concept Vocabulary** irresolvable; predatory; adversary **Comprehension Strategy** Make Inferences **READ** **Read the Selection** 🔊 Life of Pi: Selection Audio 📄 Life of Pi: Accessible Text 📄 Spanish Translation **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis and Discussion • EQ Notes	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. 📄 Close Read Guide: Fiction **LANGUAGE STUDY** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: irresolvable; predatory; adversary **Word Study: Latin Suffixes: *-ory and -ary*** Students complete activities relating to Latin Suffixes: *-ory and -ary* ☑ Exit Ticket: Latin Suffixes: *-ory and -ary*	**STUDY LANGUAGE AND CRAFT** **Conventions: Participial and Absolute Phrases** Students identify types of phrases ☑ Exit Ticket: Participial and Absolute Phrases 📄 Reteach and Practice: Participial and Absolute Phrases (RP) **SHARE IDEAS** **Composition** Students write a persuasive essay about Pi. 📄 Reteach and Practice: Persuasive Essay (RP) **EQ Notes** Students add thoughts and observations about the reading.

Close Review Students will revisit the photographs again and write down new observations. 🔴 Close Review Guide: Media – Art/Photography **LANGUAGE STUDY** **Media Vocabulary** Composition; Perspective or Angle; Lighting and Color			🔴 Reteach and Practice: Latin Suffixes: *-ory and -ary* (RP) **Word Network** Students add new words to their Word Network as they read texts in the unit. **Literary / Text Elements** **Character Development** Students analyze literary devices, or techniques, to develop characters. 🔴 Exit Ticket: Character Development 🔴 Reteach and Practice: Character Development (RP)	🔴🔴 Selection Test: *from* The Life of Pi

Florida's B.E.S.T. Standards				
10.V.1.1; K12.EE.1.1; K12.EE.2.1; K12.EE.3.1	10.C.1.4; 10.R.2.1; 10.R.3	10.V.1.2; K12.EE.1.1; K12.EE.3.1; K12.EE.4.1	10.R.1.1; 10.R.3.1; 10.R.3.4; 10.V.1.2	10.C.1.3; 10.C.3.1

DAY 26	DAY 27	DAY 28	DAY 29	DAY 30
SELECTION The Value of a Sherpa Life Grayson Schaffer **Be sure to include to address R.2.1- consider teacher led small group instruction for this passage SE pp 238-241	**SELECTION** The Value of a Sherpa Life Grayson Schaffer **Be sure to include to address R.2.1- consider teacher led small group instruction for this passage SE pp 242-243	**SELECTION** The Value of a Sherpa Life Grayson Schaffer **Be sure to include to address R.2.1- consider teacher led small group instruction for this passage SE pp 244-245	**SELECTION** Poetry Collection 1 SE pp 246-255	**SELECTION** Poetry Collection 1 SE pp 256-257

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)	**R.2.1- Analyze the impact of multiple text structures and the use of features in text(s)**	**R.2.1- Analyze the impact of multiple text structures and the use of features in text(s)**	**R.3.2- Paraphrase content from grade-level text.**	**R.1.4-Analyze how author's create multiple layers of meaning and/or ambiguity in a poem**
PREPARE TO READ **Concept Vocabulary** physiology; mortality; reincarnation **Comprehension Strategy** Make Connections **READ** **Read the Selection** 🔊 The Value of a Sherpa Life: Selection Audio 📄 The Value of a Sherpa Life: Accessible Text **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Comprehension • Analysis and Discussion • EQ Notes	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. 📄 Close Read Guide: Nonfiction **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-* ☑ Exit Ticket: Latin Root: *-mort-* 📄 Reteach and Practice: Latin Root: *-mort-* (RP) **Word Network**	**STUDY LANGUAGE AND CRAFT** **Author's Craft Rhetorical Devices** Students identify types of rhetorical devices such as parallelism, rhetorical questions, and charged language. ☑ Exit Ticket: Rhetorical Devices 📄 Reteach and Practice: Rhetorical Devices (RP) **SHARE IDEAS** **Speaking and Listening Digital Presentation** Students create a digital presentation to educate potential travelers about Mount Everest. 📄 Reteach and Practice: Digital Presentation (RP) **EQ Notes** Students add thoughts and observations about the reading.	**PREPARE TO READ** **Concept Vocabulary** treasure; iridescent; luminous **Comprehension Strategy** Paraphrase **READ** **Read the Selection** 🔊 I Am Offering	The Writer	Hugging the Jukebox: Audio Summary 🔊 I Am Offering	The Writer	Hugging the Jukebox: Selection Audio **BUILD INSIGHT** Students answer questions using text evidence to support answers. • Response • Comprehension • Analysis and discussion • EQ Notes	**ANALYZE AND INTERPRET** **Close Read** Students will review the Close Read Model and complete the close read sections in the selection. 📄 Close Read Guide: Poetry **LANGUAGE STUDY** **Concept Vocabulary** Students complete activities related to the Concept Vocabulary words: treasure; iridescent; luminous **Word Study: Latin Root: -lum-** Students complete activities relating to the Latin Root: *-lum-* ☑ Exit Ticket: Latin Root: *-lum-* 📄 Reteach and Practice: Latin Root: *-lum-* (RP) **Word Network**

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

🔊 Audio | ▶ Video | 📄 Downloadable / Printable Document | ☑ Online Assessment | ☑ EL Highlights

	Students add new words to their Word Network as they read texts in the unit. **Literary / Text Elements Text Structure and Rhetorical Appeals** Students analyze characteristics and structures of the argument, such as counterclaims, rhetorical appeals, pathos, logos, and ethos. ☑ Exit Ticket: Claim, Text Structure and Rhetorical Appeals 🔴 Reteach and Practice: Text Structure and Rhetorical Appeals (RP)	☑ Selection Test: The Value of a Sherpa Life		Students add new words to their Word Network as they read texts in the unit. **Literary / Text Elements Graphic Elements in Poetry** Students analyze structures in poems. ☑ Exit Ticket: Graphic Elements in Poetry 🔴 Reteach and Practice: Graphic Elements in Poetry (RP)
Florida's B.E.S.T. Standards				
10.V.1.3; K12.EE.1.1; K12.EE.2.1	10.R.2; 10.R.2.1; 10.R.3.4; 10.V.1.2	10.C.2; 10.C.2.1; 10.C.4.1; 10.C.5.1; 10.R.3.4	10.R.3.1; 10.V.1.2; K12.EE.1.1; K12.EE.3.1; K12.EE.4.1	10.R.1.4; 10.R.3.1; 10.V.1.2

DAY 31	OPTIONAL 2 DAY ACTIVITY	DAY 32	DAY 33	DAY 34
SELECTION Poetry Collection 1	**PERFORMANCE TASK: DELIVER A MULTIMEDIA PRESENTATION**	**INTRODUCE INDEPENDENT LEARNING**	**INDEPENDENT LEARNING**	**PERFORMANCE-BASED ASSESSMENT: Argumentative Essay**
SE pp 258-259	SE pp 260-261	SE pp 262-263	SE pp 264-265	SE p 266
Florida's B.E.S.T. Spotlight Standard				
R.1.2-Analyze & compare universal themes and their development throughout a literary text	**C.5.1- Create digital presentations to improve understanding of findings, reasoning, evidence.**			**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 maintaining a formal & objective tone.**
STUDY LANGUAGE AND CRAFT **Author's Craft** **Author's Message** Students identify types of poetic elements such as repetition, imagery, and symbols. ⬛ Exit Ticket: Author's Message ⬛ Reteach and Practice: Author's Message (RP) **SHARE IDEAS** **Speaking and Listening** **Group Discussion** Students conduct a meaningful group discussion. ⬛ Reteach and Practice: Group Discussion (RP) **EQ Notes** Students add thoughts and observations about the poetry.	**PERFORMANCE TASK** **Deliver a Multimedia Presentation** Students deliver a presentation about the risks of rescue missions. • Plan With Your Group • Organize and Draft • Rehearse, Revise, and Present	**INDEPENDENT LEARNING** **Essential Question** *What qualities help us survive?* **Independent Learning Strategies** • Create a schedule • Practice what you have learned • Take notes ⬛ Independent Learning Strategies **Table of Contents Preview** Preview the selections and discuss how they relate to the EQ and unit theme.	**Close-Read Guide** Students use the guide to record close-read ideas from the texts. **Share Your Independent Learning** • Prepare to share • Learn from your classmates • Reflect	**PERFORMANCE-BASED ASSESSMENT** **Argumentative Essay** Students will complete their argumentative essays. **Review and Evaluate Evidence** Students review EQ notes and QuickWrites from the unit and note where their positions may have changed.

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

🔊 Audio | ▶️ Video | ⬛ Downloadable / Printable Document | ☑️ Online Assessment | ☑️ EL Highlights

☑ Selection Test: Poetry Collection 1				

Florida's B.E.S.T. Standards

10.C.2; 10.R.1.2; 10.R.1.2; K12.EE.4.1	10.C.1.5; 10.C.2.1; 10.C.4; 10.C.5.1; K12.EE.5.1	10.R.2.1; K12.EE.2.1	10.C.2; K12.EE.1.1; K12.EE.2.1; K12.EE.4.1	10.C.1.3; 10.V.1.1
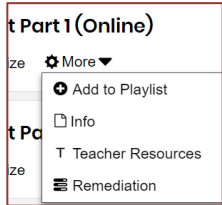
DAY 35	DAY 36	DAY 37	DAY 38
PERFORMANCE-BASED ASSESSMENT: Argumentative Essay SE pp 267-268	**PERFORMANCE-BASED ASSESSMENT: Argumentative Essay** SE pp 267-268	**UNIT REFLECTION**	**ASSESSMENT REVIEW/RETEACH**
Florida's B.E.S.T. Spotlight Standard			
C.1.3- Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal & objective tone.	**C.3.1- Follow the rules of standard English grammar, punctuation, capitalization, & spelling appropriate to grade level.**		

PERFORMANCE-BASED ASSESSMENT
 	
Share Your Perspective
Students use the checklist to help stay on track while writing the first draft of the argument.
 	
Model Instruction
Teach elaborative & narrative techniques for logical reasoning (B.E.S.T. p. 184-185)
	PERFORMANCE-BASED ASSESSMENT
	
	Share Your Perspective
	Students use the checklist to help stay on track while writing the first draft of the argument.
	
	Revising and Editing
	Students answer revision questions from a short quiz.
		UNIT ASSESSMENT PART 1
		
		Reading Skills
		
		UNIT ASSESSMENT PART 2
		
		Communication Skills
		
		Customize assessment to remove item #5 which is additional essay.
		
		Items #1-4 are language/editing based.
			Click on Remediation under the "More" menu for the assessment for Reteaching options prior to end of quarter
			
			t Part 1 (Online)
			ze ⚙More ▼
			  ⊕ Add to Playlist
			  🗋 Info
			t Pc T Teacher Resources
			ze ☰ Remediation

Florida's B.E.S.T. Standards			
10.C.1.3; 10.V.1.1		10.C.3.1	

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