

<p>Week: Marking Period 1</p>	<p>Collection: 1 – Ourselves and Others</p>	<p>Essential Question: 1. How does our experience influence our actions?</p>
<p>Text: <i>What of this goldfish would you wish?</i></p> <p><i>This text explores the specific ways the author develops characters' motivations.</i></p>	<p>Standards: RL 1 Cite textual evidence. RL 2 Determine a theme and analyze its development. RL 3 Analyze how complex characters develop, interact, and advance the plot. RL 4 Determine the meaning of words and phrases. RL 5 Analyze how an author's choices create mystery, tension, or surprise. RL 6 Analyze a particular point of view from outside the United States. SL 1a Come to discussions prepared; refer to evidence from texts to stimulate ideas. L 3 Apply language in different contexts to make choices for style, and to comprehend more fully. L 4a Use context as a clue to the meaning of a word.</p>	
<p style="text-align: center;"><u>Learning Target(s):</u></p> <p>I can analyze the impact of cultural background on point of view.</p>		
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<p style="text-align: center;"><u>Vocabulary:</u></p> <p style="text-align: center;">Motivation Point of View Annotate Diverse rational similar</p> <p style="text-align: center;"><u>Text Specific Vocabulary:</u> Wizened Beleaguered Fluent</p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	<p style="text-align: center;"><u>Vocabulary Strategy:</u></p> <p><u>Context Clues:</u> (DISPLAY ON CHART PAPER)</p> <ol style="list-style-type: none"> 1. Highlight the word 2. Re-read the surrounding word, looking for clues to the word’s meaning. 3. Underline any clues you find, such as examples, synonyms, or antonyms 4. Review your annotations and try to infer the word’s mean
<p style="text-align: center;"><u>Skill: Characterization</u></p> <p>Explain to students that the way an author describes what characters think and want can make it easier to understand why they behave and interact with each other in certain ways.</p> <p style="text-align: center;"><u>Strategy: Identifying Motivation</u></p> <p>Provide definition of motivation for students to copy into notebooks.</p>	<p style="text-align: center;"><u>Reading Strategies:</u></p> <ol style="list-style-type: none"> 1. <u>Close Reading/Using Post-It Notes:</u> Students will focus on Characterization. Students will look for clues by identifying what characters say, do and think. 2. <u>Graphic Organizer:</u> Have students create T-Chart chart. First Column lists quotes identifying Sergie’s words, thoughts, feelings, and actions. Second column identifies what these tell the reader about Sergie’s character.
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board <u>Technology for Instruction:</u> Use Smart Board to provide images of Israel and immigrants and residents of Israel.</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Smart Board

<p style="text-align: center;"><u>Writing:</u></p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>Select appropriate assignments from “Analyzing the Text” prompts on page 10 to focus students’ writing tasks as they reach certain pages in the story.\</p> <ol style="list-style-type: none"> 1. Analyze: Sergie’s reaction to Yoni 2. Analyze: Dialogue between Sergie and the goldfish 3. Infer: Infer aspects of Sergie’s character based on his first two wishes. 4. Draw Conclusions: Regarding the relationship between Sergie and the goldfish 5. Analyze: Sergie’s state of mind once he realizes Yoni is dead 6. Evaluate: The effectiveness of the flash forward toward the end of the story 7. Analyze: The central idea about life or human nature expressed 8. Critique – lines 319-339 <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Write a three- paragraph essay explaining the central idea of the short story.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> Is used to complete the “Analyzing the Text Prompts on page 10. To support student writing in the beginning of the year scaffold writing supports. Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames <p><u>Use of Vocabulary:</u> Ensure student use at least two of this week’s vocabulary words in the Performance Task.</p>
<p><u>Student Collaboration:</u></p> <p><u>Small Groups:</u> Have small groups create T-charts (first column similarities second column differences) comparing this short story to other stories in which characters have options to make wishes. Write a summary of the group’s conclusions regarding this comparison.</p>	
<p><u>Assessment:</u></p> <p><u>Formative Assessments:</u></p> <ol style="list-style-type: none"> 1. Analyze the Text Writing (Use 4-point rubric) 	

Collections Grade 10

2. Guiding Questions Responses

Summative:

1. End of Selection Assessment (Program Assessments Tab)
2. Performance Task (use NYS Assessment rubrics whenever possible)

Week: Marking Period 1	Collection: Collection: 1 – Ourselves and Others	<u>Essential Question:</u> How does our experience influence our actions?
<u>Text:</u> Texas v. Johnson Majority Opinion \ American Flag Stands for Tolerance	<u>Standards: (short description)</u> RL 1 Cite textual evidence. RL2 RL 3 Analyze how complex characters develop, interact, and advance the plot. RL4 R15 RT8 RT9 W 2b W7 L 1b L4 b	
<u>Learning Target(s):</u>		
I can analyze a Supreme Court opinion, cite evidence used to make inferences in an editorial, and compare tone in two texts by analyzing the impact of word choice.		
<u>Vocabulary:</u>		<u>Vocabulary Strategy:</u>
Connotation Paraphrase Denotation Context Seminal Tone		Students demonstrate understanding of paraphrase by paraphrasing the first paragraph of Texas v. Johnson.

<p style="text-align: center;"><u>Text Specific Vocabulary:</u></p> <p>Compulsion implicit reaffirmation resilience</p> <p style="text-align: center;">orthodoxy dogma dissenters</p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	<p>Students demonstrate understanding of vocabulary by responding to questions 1 – 4 under Practice and Apply on page 23. Words from Latin on page 23</p>
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board to show <i>Steam to Start</i></p> <p><u>Technology for Instruction:</u> Use Smart Board to display Vocabulary definitions Manage assessment by downloading an editable Exam/View bank</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Smart Board 2. Internet Connection
<p style="text-align: center;"><u>Writing:</u></p> <p>Students paraphrase selected paragraphs of each reading selection.</p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>Complete the Practice and Apply on page 24a</p> <p><u>Use of Vocabulary:</u> Respond to Questions 1-4 under Practice and Apply on page 23. Complete Words from Latin on page 23.</p> <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Write a one-page analysis of the differences in tone between the two texts. Conclude the analysis by explaining how the tone of each text fits the context for which it was written.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format.</u> Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames <p><u>Use of Vocabulary:</u> Students should a minimum of two (2) text specific vocabulary words in their discussion of tone.</p>

<u>Student Collaboration:</u>
In pairs or small groups, students reread both texts looking for examples of word choice that convey each writer’s tone. Students should consider the context of each text and how context influences tone.
<u>Assessment:</u>
<p><u>Formative Assessments:</u> Paraphrase Response to Practice and apply Words from Latin Comparison of tone each text</p> <p><u>Summative:</u> Performance Task</p>

Week: Marking Period 1	Collection: Collection: 1 – Ourselves and Others	<u>Essential Question:</u> How does our experience influence our actions?
<u>Text:</u> Towards a True Refuge		<u>Standards: (short description)</u> Cite strong and thorough textual evidence Support inferences drawn from text Analyze impact of specific word choices
<u>Learning Target(s):</u>		
I can cite strong textual evidence from a text to support my claim		

<p>I can infer meaning from parts of text. I can analyze the purpose of an author’s word choice to express his/her intentions.</p>	
<p style="text-align: center;"><u>Vocabulary:</u></p> <p>Context Analyze inference</p> <p style="text-align: center;"><u>Text Specific Vocabulary:</u></p> <p>Dissensions Partisan Expediency Intractable Dearth</p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	<p style="text-align: center;"><u>Vocabulary Strategy:</u></p> <p>Use context clues to discern meaning of vocabulary</p>
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board for Stream to Start</p> <p><u>Technology for Instruction:</u> Use Smart Board to display short video or pictures about Burma/Myanmar and the Genocide taking place today.</p> <p style="text-align: center;">https://www.youtube.com/watch?v=FrMweuum_IU Genocide in Burma/Myanmar</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Smart Board 2. Internet Connection
<p style="text-align: center;"><u>Writing:</u></p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>Students complete a chart with A claim and support (see Page 24 g of the Teacher’s Edition.</p> <p><u>Use of Vocabulary:</u> Student’s must use at least one of this week’s vocabulary words in the Performance Task.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> To support student writing in the beginning of the year scaffold writing supports. Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames

<p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Students write an analysis of Aung San Suu Kyi’s argument. Students must comment on the effect of word choice and tone in this response. All claims must be supported with textual evidence.</p>	<p><u>Use of Vocabulary:</u> Ensure student use at least two of this week’s vocabulary words in the Performance Task.</p>
<p style="text-align: center;"><u>Student Collaboration:</u></p> <p>Question 7 on page 14 of the Close Reader: reread liens 81-92. In pairs or small groups, discuss Suu Kyi’s conclusion. What does the word <i>light</i> mean in her conclusion: How can light grow enough to overcome darkness?</p>	
<p style="text-align: center;"><u>Assessment:</u></p> <p><u>Formative Assessments:</u> 1. Analyze the Text Writing)</p> <p><u>Summative:</u> 1. Performance Task</p>	

<p>Week: Marking Period 1</p>	<p>Collection: Collection: 1 – Ourselves and Others</p>	<p><u>Essential Question:</u> How does our experience influence our actions?</p>
<p style="text-align: center;"><u>Text:</u> The Wife’s Story</p>		<p><u>Standards: (short description)</u> RL 1 Cite textual evidence. RL 2 Determine a theme and analyze its development. RL 3 Analyze how complex characters develop, interact, and advance the plot.</p>

	<p>RL 4 Determine the meaning of words and phrases. RL 5 Analyze how an author’s choices create mystery, tension, or surprise.</p>
<p><u>Learning Target(s):</u></p> <p><i>I can Identify and understand irony.</i></p>	
<p style="text-align: center;"><u>Vocabulary:</u> Inference Irony</p> <p style="text-align: center;"><u>Text Specific Vocabulary:</u></p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	<p style="text-align: center;"><u>Vocabulary Strategy:</u></p> <p>Students provide examples from other stories/life situations</p>
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board for <i>Stream to Start</i></p> <p><u>Technology for Instruction:</u> Use Smart Board to display short video about werewolves. Some suggestions: https://www.youtube.com/watch?v=TeX3B7em7cg (Twilight 5 Final Scene Abbott & Costello Meet Frankenstein – Werewolf transformation: https://www.youtube.com/watch?v=Kr9_dJ6TPPQ Werewolf in London (graphic): https://www.youtube.com/watch?v=UFLQS12z8K4 https://www.youtube.com/watch?v=ilLfr8Pplco Werewolf Transformation Cartoon</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Smart Board 2. Internet Connection

<p style="text-align: center;"><u>Writing:</u></p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>Students complete the writing assignments in the Close Reader Select one of the two questions under Dig Deeper on page 12g.</p> <p><u>Use of Vocabulary:</u> Student’s must use at least one of this week’s vocabulary words in the Performance Task.</p> <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Students write a three (3)-paragraph essay discussing the use of irony in the short story, using textual evidence to support their positions. They should: Explain how the author leads the reader into making assumptions about the characters. Show how the author reveals the true nature of the characters. Use text evidence to justify the reader’s empathy with the narrator and her pack.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> Is used to complete the “Analyzing the Text Prompts on page 10. To support student writing in the beginning of the year scaffold writing supports. Select appropriate response format: a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames</p> <p><u>Use of Vocabulary:</u> Ensure student use at least two of this week’s vocabulary words in the Performance Task.</p>
<p style="text-align: center;"><u>Student Collaboration:</u></p> <p>During close reading questions 7 or 8 (page 7 in Close Reader) can be answered as pair/share or small group exercises.</p>	
<p style="text-align: center;"><u>Assessment:</u></p>	

Formative Assessments:

1. Analyze the Text Writing (Use 4-point rubric)
2. Guiding Questions Responses

Summative:

1. End of Selection Assessment
2. Performance Task

Week: Marking Period 1	Collection: Collection: 1 – Ourselves and Others	<u>Essential Question:</u> How does our experience influence our actions?
<u>Text:</u> Universal Declaration of Human Rights		<u>Standards: (short description)</u> RL 1 Cite textual evidence. Determine a central idea of the text Analyze the impact of specific word choices Analyze a seminal document
<u>Learning Target(s):</u> I can analyze a seminal document		
<u>Vocabulary:</u> Review Seminal and paraphrase <u>Text Specific Vocabulary:</u> * Students will keep a vocabulary notebook of “college-level words.”	<u>Vocabulary Strategy:</u> Students provide examples from other stories/life situations Students demonstrate understanding of paraphrase by successfully paraphrasing sections of the text.	
<u>Student Engagement:</u>	<u>Technology:</u>	

<p><u>Technology for Motivation:</u> Use Smart Board for Stream to Start</p> <p><u>Technology for Instruction:</u> Use Smart use the “Level Up” Tutorial “What is Evidence? Show students the Youth for Human Rights Website The class can vote/decide on one video to watch</p>	<ol style="list-style-type: none"> 1. Smart Board 2. Internet Connection
<p style="text-align: center;"><u>Writing:</u></p> <p style="text-align: center;">Daily Writing:</p> <p>Students complete the chart on page 24C (paraphrase the text) Students complete the writing assignments in the Close Reader Students Paraphrase each section of the text. Students write a summary of the video linked to Youth for Human Rights Website Select one or two of the tasks on pages 24c -24d in the Teacher’s Edition.</p> <p><u>Use of Vocabulary:</u></p> <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> In groups or pairs, students should rewrite the Declaration of Human Rights to make it relevant to today.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> Is used to complete the “Analyzing the Text Prompts on page 10. To support student writing in the beginning of the year scaffold writing supports. Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames <p><u>Use of Vocabulary</u></p>
<p>See Performance Task</p>	<p style="text-align: center;"><u>Student Collaboration:</u></p>

<u>Assessment:</u>
<u>Formative Assessments:</u>
1. Analyze the Text Writing
2. Paraphrase of document sections
3. Summary
4. Chart
<u>Summative:</u>
1. Performance Task

Week: Marking Period 1	Collection: Collection: 1 – Ourselves and Others	<u>Essential Question:</u> How does our experience influence our actions?
<u>Text:</u> Movie Trailer from a film directed by Lisa Gossels, “My So-Called Enemy” p. 13 A		<u>Standards: (short description)</u> RL 1 Cite textual evidence. RL 3 Analyze how complex characters develop, interact, and advance the plot. RL 6 RL 8 W1 St4
<u>Learning Target(s):</u>		
I can analyze how a director unfolds a series of ideas to advance a purpose and a point of view.		
<u>Vocabulary:</u>		<u>Vocabulary Strategy:</u>
Structure of View	Inference Point	Give examples of 2 or 3 related. Have student make inferences from facts.

<p style="text-align: center;"><u>Text Specific Vocabulary:</u></p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board</p> <p><u>Technology for Instruction:</u> Use Smart Board to display Interactive Whiteboard Lesson Making Inferences Trailer for My So-called Enemy</p>	<p style="text-align: center;"><u>Technology:</u></p> <ol style="list-style-type: none"> 1. Smart Board 2. Internet Connection
<p style="text-align: center;"><u>Writing:</u></p> <p>Students make “T” charts: one Column Evidence; one column Inference</p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>See Performance Task</p> <p><u>Use of Vocabulary:</u> Student’s must use at least one of this week’s vocabulary words in the Performance Task.</p> <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Students write a three (3) paragraph answering the question: Do face-to-face interactions help resolve conflicts?</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format.</u> Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames <p><u>Use of Vocabulary:</u> Ensure students correctly identify sources for evidence in the Performance Task.</p>
<p style="text-align: center;"><u>Student Collaboration:</u></p> <p>Students compare and discuss identified inferences then share with the class.</p>	
<p style="text-align: center;"><u>Assessment:</u></p>	

Formative Assessments:

Guiding Questions Responses

Summative:

2. Performance Task

Week: Marking Period 1	Collection: 1 – Ourselves and Others	<u>Essential Question:</u> 2. How does our experience influence our actions?
<u>Text:</u> <i>The Lottery</i>		<u>Standards:</u> RL 1 Cite textual evidence. RL 2 Determine a theme and analyze its development. RL 3 Analyze how complex characters develop, interact, and advance the plot. RL 4 Determine the meaning of words and phrases. RL 5 Analyze how an author’s choices create mystery, tension, or surprise. W1 W1d L3 L4a L5b
<u>Learning Target(s):</u> I can analyze a writer’s choices in terms of pacing, word choice, tone, and mood		
<u>Vocabulary:</u> Pacing Mood; Situational Irony; Central Idea Review: Tone; Denotation; Connotation <u>Text Specific Vocabulary:</u>		<u>Vocabulary Strategy:</u> <u>Context Clues</u> 5. Students complete “Applying Academic Vocabulary” Page 34 of Teacher’s Edition.

<p>Perfunctory Defiantly Intervene Rational Petulantly</p> <p>* Students will keep a vocabulary notebook of “college-level words.”</p>	<ol style="list-style-type: none">6. Students complete Critical Vocabulary page 37 of Teacher’s Edition7. Students complete Vocabulary Strategy Connotation and Denotation page 37 of Teacher’s Edition8. Students complete Determine Central Idea and Details on page 32 of Teacher’s edition
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<p style="text-align: center;"><u>Skill: Understanding Irony</u></p> <p>Complete analyze Author’s Choices: Tension and Surprise on page 34 of Teacher’s Edition.</p> <p style="text-align: center;"><u>Strategy: Analyzing Author’s Choices</u></p> <p>Students copy the chart under Analyze Impact of Word Choice: Tone (Jackson’s Words/Synonyms). Ask students to add to the chart with words that evoke a specific tone in the story.</p>	<p style="text-align: center;"><u>Reading Strategies:</u></p> <p>3. <u>Close Reading/Using Post-It Notes:</u> Students will focus on Characterization. Students will look for clues by identifying what characters say, do and think.</p> <p><u>Graphic Organizer:</u> Students copy the chart under Analyze Impact of Word Choice: Tone (Jackson’s Words/Synonyms). Ask students to add to the chart with words that evoke a specific tone in the story.</p>
<p style="text-align: center;"><u>Student Engagement:</u></p> <p><u>Technology for Motivation:</u> Use Smart Board <u>Technology for Instruction:</u> Use Smart Board to provide images related to a Lottery.</p>	<p style="text-align: center;"><u>Technology:</u></p> <p>2. Smart Board</p>
<p style="text-align: center;"><u>Writing:</u></p> <p style="text-align: center;"><u>Daily Writing:</u></p> <p>9. Select appropriate assignments from “Analyzing the Text” prompts on page 36.</p> <p style="text-align: center;"><u>Summative Writing:</u></p> <p><u>Performance Task:</u> Write a letter to the editor of The New Yorker Magazine expressing your feelings about the story. Support your explanation of your reaction and interpretation with specific evidence from the story. Conclude by relating what you have discussed to the broader issue of whether the story should have been published.</p>	<p style="text-align: center;"><u>Writing Strategies:</u></p> <p><u>School-wide Short Response Format:</u> Is used to complete the “Analyzing the Text Prompts on page 36. To support student writing in the beginning of the year scaffold writing supports. Select appropriate response format:</p> <ol style="list-style-type: none"> a. complete graphic organizer only b. complete as a shared/partner writing c. utilize sentence/paragraph frames <p><u>Use of Vocabulary:</u> Ensure student use at least two of this week’s vocabulary words in the Performance Task.</p>

Student Collaboration:

Small Groups: (Page 34 of Teacher’s Edition Collaborative Discussion): Have students work in pairs to discuss specific choices that Jackson made concerning words and structure that affected their response to the story. Then have students share their ideas with the class.

Assessment:

Formative Assessments:

1. Analyze the Text Writing (Use 4-point rubric)

Summative:

1. Performance Task