

# PATHWAY THROUGH ENGLISH

# 10<sup>th</sup>

DESCRIPTIVE GUIDE



**DREYFOUS**

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## Series Description

### Pedagogical Foundations

#### Pedagogical Approach

In Dreyfous we have developed the new English series “**Pathway through English**” with a humanistic and constructivist approach.

The curricular design (lessons content, resources, activities, exercises) of the series contemplates the development of the following aspects: significant learning experiences that **promote critical and individual thinking** for students while acquiring new language skills. In addition, it propitiates reading comprehension and analysis, vocabulary acquisition, use of technological tools, and the opportunity to be creative in both written and oral expression work.

This series includes diverse types of assessment to evaluate the learning process, such as graphic organizers, writing exercises, **oral presentations**, socialized discussions, diagrams, among others.

#### Reading Comprehension and Vocabulary Acquisition

The reading exercise is a cognitive process that enables students to build the meaning of the information in context. It allows interaction between the reader and the words presented. This series works with the reading process in three stages: before the reading, during the reading, and after the reading. Each stage of the process includes key questions to guide students to a comprehensive analysis of the topics.

These reading stages will be addressed in lesson one of each unit with diverse activities for each stage of the reading process. Each one has a specific objective:

- a. **Before the Reading:** Activities and questions as an introduction to the theme and to predict outcomes.
- b. **During the Reading:** Activities and comprehensive questions in order to look deeper into the main ideas of the text, throughout the reading. Students can acquire new vocabulary words with their definitions.
- c. **After the Reading:** Activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

## Language Skills

One of the primary focuses of the series is to present students with a new post-modern world where language has been transformed using technology. Students will have the opportunity to use the language in different ways, such as proper grammar use, written form, and oral expressions. The activities and assessments presented to the students will give them the skills necessary to use the English language to:

- Analyze informational texts
- Analyze literary genres
- Write creatively
- Use correct punctuation and grammar
- Express themselves in discussions and formal presentations
- Use new vocabulary for different tasks and contexts
- Use new technology tools

## Components

### Content

The content is organized as such:

**Units.** There are eight thematic units.

1. Auto Exploration
2. Understanding Technology
3. Self-Expression
4. Effective Communication
5. Relevant Connections
6. Personal Relationships
7. English and its Context
8. English the Language of Media

**Lessons.** Each unit has four lessons.


- Lesson 1. Reading and Vocabulary Acquisition
- Lesson 2. Comprehension and Analysis
- Lesson 3. Language Skills
- Lesson 4. Writing and Oral Expression

**Sidebar.** Each lesson has a sidebar implemented that includes complementary content, links, and the following:

- Lesson 1.
  - Additional readings
  - Worksheets
  - Vocabulary worksheet
  - Rubrics
- Lesson 2. 3. 4.
  - Worksheets
  - Rubrics

**Workbook.** The practice workbook includes additional exercises to provide further skill development. It also includes the answer keys.

**Teachers' Tools.** The tools include:

- **Teachers' Guide:**
  - **Series Description.** It has the specific pedagogical foundations of the series and the description of the lessons.
  - **Structure and Didactic Content.** Includes the unit and lesson, the general and specific objectives, the information about the readings and their authors, and all the concepts discussed. Also, it includes suggested activities to develop in the classroom, how to apply the lessons in the daily classroom engagement, and links that can be complementary to the lesson.
  - **Lesson Answer Key.** Includes all the answers to the activities included in lessons 01, 02 and 03 which are located on edufile.net. You can access them by clicking the key icon ().

## Thematic Structure 10°

### Units

1. Me, Myself, and I
2. My Role in Society
3. Communication is Essential
4. Languages and Media
5. Meaningful Relationships
6. My Ideas and Interests
7. Technology as an Ally
8. A New World

## Readings, authors, nationalities, and genres: Lesson 1. Reading and Vocabulary Acquisition

UNIT	THEME	READING	AUTHOR	NATIONALITY	GENRE
<b>1. Me, Myself, and I</b>	Fiction vs Nonfiction	The Painted Veil	William Somerset Maugham	British	Novel
<b>2. My Role in Society</b>	Effects in the Text	Shirley Anita St. Hill Chisholm, "For the Equal Rights Amendment"	Shirley Anita St. Hill Chisholm	American	Speech
<b>3. Communication is Essential</b>	Order of Ideas	Good communication is a key part of disaster response	Shannon A. Bowen	American	Informational text
<b>4. Languages and Media</b>	Fallacious Statements	Ronald Reagan "Tear Down this Wall"	Ronald Reagan	American	Speech
<b>5. Meaningful Relationships</b>	Character Interactions	American Indian Stories	Zitkala-Sa (Gertrude Simmons Bonnin)	Sioux	Poetry
<b>6. My Ideas and Interests</b>	Sources of Information	The Model Millionaire	Oscar Wilde	British	Short Story
<b>7. Technology as an Ally</b>	Technology Era	Soundscapes in the past: Adding a new dimension to our archaeological	Kristy E. Primeau and David E. Witt	American	Informational text

		picture of ancient cultures			
<b>8. A New World</b>	Artistic Mediums	A White Heron	Sarah Orne Jewett	American	Short Story



**Readings, authors, and genres: Lesson 1. Reading and Vocabulary Acquisition:  
*Let's Keep Reading* (additional readings):**

UNIT	THEME	READING	AUTHOR	GENRE
1	Fiction vs Nonfiction	None		
2	Effects in the Text	The Lottery	Shirley Jackson	Short Story
3	Order of Ideas	The Interlopers	H.H. Munro (SAKI)	Short Story
		The Devil and Tom Walker	Washington Irving	Short Story
4	Fallacious Statements	A New Campaign Encourages Latin American Indigenous Communities to Create Their Own Media	Giovanna Salazar	Informational Text
5	Character Interactions	The Myth of Persephone: Greek Goddess of the Underworld	Laura Strong	Myth
6	Sources of Information	Wishes	Dora Sigerson Shorter	Poetry
7	Technology Era	The First Writing Machines	Mark Twain	Short Story
8	Artistic Mediums	None		

## Themes: Lesson 2. Comprehension and Analysis

UNIT	THEME
1	Subjective Summary
2	Answer Critically
3	Citations
4	Evaluating Statements
5	Personal Relations
6	Primary and Secondary Sources
7	Personal Perspectives
8	Other Cultures

## Themes: Lesson 3. Language Skills










UNIT	THEME
1	Viewpoints
2	Relevant Facts
3	Writing with Cohesion
4	Specific Vocabulary
5	Narrative Techniques
6	Correct Formatting
7	Develop and Strengthen Writing
8	Investigating

## Themes: Lesson 4. Writing and Oral Expression

UNIT	THEME
1	Gather Evidence
2	Challenge Ideas
3	Diverse Perspectives
4	Media and Formats
5	Formal Presentation
6	Debate
7	The Audience
8	Formal English

## Curricular Components

### Lesson 1. Reading and Vocabulary Acquisition

Lesson Content							
<b>Lesson Opening</b>	<p>It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.</p> <p>Includes:</p> <ul style="list-style-type: none"><li>● Series title</li><li>● Unit and lesson titles</li><li>● Credits</li></ul>						
<b>Index</b>	<p>Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.</p> <p>Includes:</p> <table border="0"><tr><td></td><td>Presents the objectives of the lesson.</td></tr><tr><td></td><td>Introduces the theme for the unit and how it connects with the reading selection.</td></tr><tr><td></td><td>Includes the reading selection, related information, and activities.</td></tr></table>		Presents the objectives of the lesson.		Introduces the theme for the unit and how it connects with the reading selection.		Includes the reading selection, related information, and activities.
	Presents the objectives of the lesson.						
	Introduces the theme for the unit and how it connects with the reading selection.						
	Includes the reading selection, related information, and activities.						

	 <p>Presents new vocabulary words and activities.</p>  <p>Includes additional reading selections.</p>
<p><b>Objectives</b></p>	 <p>Presents the objectives to be achieved at the end of the lesson.</p>
<p><b>Let's Explore</b> (content)</p>	 <p>This section introduces the theme to be discussed in the unit and how it will connect with the reading selection.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● <b>Text:</b> Presents a brief discussion to introduce the theme.</li> <li>● <b>Image:</b> An image in correlation with the theme and discussion.</li> </ul>

## Let's Read



Presents the main reading selection with other relevant information. Plus includes activities for each step of the reading process.

Includes:

- **Before Reading:** Presents activities and questions as an introduction to the theme and to predict outcomes.

Includes:

? Questions >>


- ✓ **Questions:** Exploration questions related to the reading.

Author >>

- ✓ **Author:** Presents the biography and relevant facts about the authors of each reading.

Links >>

- ✓ **Links:** Each section includes a maximum of two links related to the reading or theme.

 **During Reading:** Presents the reading selection and activities for students to complete during the reading process.

Includes:



- ✓ **Reading:** Reading selection presented in HTML5 format.



- ✓ **Vocabulary:** The Reading includes new vocabulary words with their definition.



- ✓ **Questions:** Each reading includes reading comprehension questions.



- ✓ **Answers:** Each question has the answer key.

● **After Reading:** Presents activities and questions of reading comprehension to summarize, identify key elements of the text, and establish the overall purpose.

Includes:



Activity

- ✓ **Activity:** Presents a reading comprehension activity, which will vary in style, for students to complete.



Teamwork

- ✓ **Teamwork:** This activity aims for students to work in pairs or in small groups and complete an activity of reading comprehension, analysis or further exploration of the theme discussed.



## Let's Learn Vocabulary



This section will include the vocabulary words identified in the reading with their definitions, examples, and practice exercises.

Includes:



Definitions and  
Examples

- **Definitions and Examples:** Presents the vocabulary words with their definitions and examples. It also includes audio to clarify pronunciation.



Practice

- **Practice:** It includes activities for students to practice the vocabulary learned. The activities will vary in style.

## Let's Keep Reading



This section will have one or two additional readings that can be discussed to explore the theme further. The additional readings will be presented in HTML5 format.

## Students' Documents

### Additional readings

Each unit may include additional readings for students to continue exploring the theme of the unit. It also promotes reading comprehension skills.

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

### Vocabulary Sheets










The vocabulary sheet includes the vocabulary definitions.

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

- **Oral Expression Rubric**
- **Oral Expression – Formal Presentations Rubric**
- **Writing Exercises Rubric**

## Lesson 2. Comprehension and Analysis

Lesson Content							
<b>Lesson Opening</b>	<p>It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.</p> <p>Includes:</p> <ul style="list-style-type: none"><li>● Series title</li><li>● Unit and lesson titles</li><li>● Credits</li></ul>						
<b>Index</b>	<p>Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.</p> <p>Includes:</p> <table border="0"><tr><td></td><td>Presents the objectives of the unit.</td></tr><tr><td></td><td>A challenge activity based on the reading of the previous lesson.</td></tr><tr><td></td><td>Introduction to the skill to be learned.</td></tr></table>		Presents the objectives of the unit.		A challenge activity based on the reading of the previous lesson.		Introduction to the skill to be learned.
	Presents the objectives of the unit.						
	A challenge activity based on the reading of the previous lesson.						
	Introduction to the skill to be learned.						

	 <p>Provides an explanation and the purpose of the skill.</p>  <p>Activities to practice the skills.</p>
<p><b>Objectives</b></p>	 <p>Presents the objectives to be achieved at the end of the lesson.</p>
<p><b>Reading Challenge (content)</b></p>	 <p>This section challenges the student with an activity of reading comprehension based on the previous lesson.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● <b>Text:</b> Presents a brief discussion to introduce the theme.</li> <li>● <b>Activity:</b> The activity will work with reading comprehension skills among other skills related to the previous reading process.</li> </ul>

## Discussion



The discussion aims to connect the reading discussed in the previous lesson with the new skill to be learned. This text can include a graphic organizer to explain the concept or questions for analysis.

Includes:

- **Text:** Connects the theme with the skill.
- **Guide Questions:** Analysis questions for the students to make connections and comprehend the skill.


## Reading Skills



This section incorporates the elements necessary for students to comprehend and use new reading skills correctly.

Includes:

- **What is a \_\_\_\_\_?:** In this section, the skills are explained.
- **What is necessary?:** It presents the steps or process to follow, to be able to understand the skills. It can be presented using graphic organizers.
- **Examples:** It provides an explained example of the steps or process to follow.

	<ul style="list-style-type: none"> <li>● <b>Links:</b> It may include a maximum of two links to amplify understanding of the skill.</li> <li>● <b>Practices:</b> Activities for the students to complete related to the skill.</li> </ul>
<p><b>Practice</b></p>	 <p>It provides activities for students to practice the skill previously discussed. These activities can vary in style.</p>

## Students' Documents

**Worksheets**  
 The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

**Rubrics**  
 The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

- **Oral Expression Rubric**
- **Oral Expression – Formal Presentations Rubric**
- **Writing Exercises Rubric**

## Lesson 3. Language Skills

### Lesson Content

#### Lesson Opening

It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index

Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

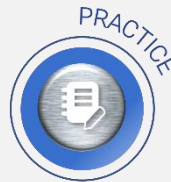
Includes:



Presents the objectives of the unit.







Text explaining the grammatical concept to be learned.



Activities to practice the concept previously studied.

	 <p>A writing activity to practice the concept learned.</p>  <p>Grammar challenge activity.</p>
<p><b>Objectives</b></p>	 <p>Presents the objectives to be achieved at the end of the lesson.</p>
<p><b>Writing concepts (content)</b></p>	 <p>This section provides an explanation of the grammar concept they will be learning and practicing.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● <b>Text:</b> It provides the description of the concept and skill.</li> <li>● <b>Image:</b> An image in correlation with the theme and discussion.</li> <li>● <b>Graphic Organizer:</b> A graphic organizer is included to provide structure and details of how this concept is used.</li> <li>● <b>Examples:</b> Presents an example of the concept and skills previously discussed.</li> </ul>



	<p> <b>Links:</b> It may include a maximum of two links to amplify understanding of the skill.</p>
<p><b>Practice</b></p>	<p> It provides activities for students to practice the concept previously discussed. These activities can vary in style.</p>
<p><b>Writing Exercise</b></p>	<p> A writing activity to practice the concept learned. These activities can vary in style, but it will require the student to correctly use the concept learned.</p>
<p><b>Challenge</b></p>	<p> This section provides a grammar challenge activity that will put their knowledge to the test. It will have specific instructions for them to follow. Also, to take the challenge even further, it will have a time limit for them to finish.</p> <p>It may include a maximum of two links to amplify understanding of the skill.</p>

## Students' Documents

### Worksheets

The worksheets will include additional activities and the activities included in the lesson. The activities will include the answer keys.

### Let's Keep Working

These worksheets will provide activities to practice the language skills further. They all include three additional activities which are organized by language levels of proficiency. Activity 1 is designed for beginner's levels, activity 2 is intermediate and activity 3 is an advanced level. The activities will include the answer keys.

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

- **Oral Expression Rubric**
- **Oral Expression – Formal Presentations Rubric**
- **Writing Exercises Rubric**

## Lesson 4. Writing and Oral Expression

### Lesson Content

#### Lesson Opening

It is the cover letter of the lesson. It identifies the name of the series, the unit, and the lesson.

Includes:

- Series title
- Unit and lesson titles
- Credits

#### Index

Presents the sections included in the lesson. Each icon has a hyperlink that will connect and direct you to the section it represents.

Includes:







Presents the objectives of the unit.



Provides a text describing the writing concept and oral expression skill.



Activities to practice the concept and skill discussed.

	 <p>Activities to practice the oral expression skills.</p>
<p><b>Objectives</b></p>	 <p>Presents the objectives to be achieved at the end of the lesson.</p>
<p><b>Learn and Create</b> (content)</p>	 <p>Provides a text describing the writing concept and oral expression skill.</p> <p>Includes:</p> <ul style="list-style-type: none"> <li>● <b>Text:</b> Explanation and description of the concept.</li> <li>● <b>Image:</b> An image in correlation with the theme and discussion.</li> <li>● <b>Links:</b> It may include a maximum of two links to amplify understanding of the skill.</li> <li>● <b>Graphic Organizer:</b> A graphic organizer is included to provide structure and details of how this concept is used.</li> </ul>
<p><b>Practice the Concepts</b></p>	 <p>Activities to practice the concept and skill discussed. They will vary in style.</p>

## Practice Oral Expression



Activities to practice the oral expression. It will have specific instructions and steps to follow. They will vary in style.

Includes:

- **Video:** The videos will provide the students with a clear example of what these activities want them to achieve. Each video presents the script to assist students to follow the video and explore any new vocabulary words.



- **Activity:** These activities will provide the opportunity to practice the oral expression using different approaches.













## Students' Documents

### Rubrics

The rubrics will help with the evaluation process for those activities that require writing and oral presentation skills.

- **Oral Expression Rubric**
- **Oral Expression – Formal Presentations Rubric**
- **Writing Exercises Rubric**

## Button Directory

	<b>Answers</b>		<b>More Information</b>
	<b>Audio</b>		<b>Practice</b>
	<b>Close</b>		<b>Previous/ Next</b>
	<b>Graphic Organizer</b>		<b>Questions</b>
	<b>Links</b>		<b>Reading Challenge</b>
	<b>Magnifying glass</b>		<b>Video</b>

## Unit Breakdown

Below is a breakdown of each unit in lessons, including the name of each unit, lesson title, codes, objectives, and content for each one.

### Unit 1: Me, Myself, and I

#### Lesson 1: Reading and Vocabulary Acquisition: Fiction vs. Nonfiction

##### Objectives

- 🎯 Identify and distinguish fact vs. opinion and fiction vs. nonfiction
- 🎯 Identify supporting details from the texts
- 🎯 Explain inferences and conclusions

##### Reading:

Reading	Author	Nationality	Genre
The Painted Veil	William Somerset Maugham	British	Novel

##### *Let's Keep Reading* (additional readings):

- 🎯 *None*

##### Vocabulary

- 🎯 lithe
- 🎯 prudent
- 🎯 sordid
- 🎯 maddening
- 🎯 parsimonious
- 🎯 amusing
- 🎯 shrewdly
- 🎯 reconcile

##### Concepts

- 🎯 fiction vs. nonfiction
- 🎯 supporting details
- 🎯 inferences

## Lesson 2: Comprehension and Analysis: Subjective Summary

### Objectives

- Demonstrate evidence and use of citations to prove points
- Establish a theme and main idea of the text and identify how it emerges via specific details
- Provide subjective or responsive summary of the text

### Concepts

- specific details
- critical thinking
- subjective and responsive summaries



## Lesson 3: Language Skills: Viewpoints

### Objectives

- Express and defend viewpoints and opinions in original written texts
- Be able to state and justify arguments using specific claims
- Identify opposing claims and organize the information to establish the relationship

### Concepts

- viewpoint
- arguments
- beliefs



## Lesson 4: Writing and Oral Expression: Gather Evidence

### Objectives

- Discuss with specific information and with researched material
- Refer to evidence from texts during discussions
- Be able to explain point of view with coherence

### Concepts

- oral expression
- evidence



## Unit 2: My Role in Society

### Lesson 1: Reading and Vocabulary Acquisition: Effects in the Text

#### Objectives

- 🎯 Analyze how an author unfolds an analysis in an informational text
- 🎯 Identify the order in which the points are introduced and developed
- 🎯 Identify arguments to challenge them

#### Reading:

Reading	Author	Nationality	Genre
Shirley Anita St. Hill Chisholm, "For the Equal Rights Amendment"	Shirley Anita St. Hill Chisholm	American	Speech

#### *Let's Keep Reading* (additional readings):

- 🎯 The Lottery, by Shirley Jackson

#### Vocabulary

- 🎯 discrimination
- 🎯 intent
- 🎯 amendment
- 🎯 liable
- 🎯 distinction
- 🎯 nourish
- 🎯 prejudice
- 🎯 repeal

#### Concepts

- 🎯 character traits
- 🎯 character interactions

## Lesson 2: Comprehension and Analysis: Answer Critically

### Objectives

- Answer critical thinking questions and demonstrate use of evidence and citations
- Analyze the structure of the text and its meaning
- Analyze points of view and how they relate to the main idea and purpose

### Concepts

- interactions
- personal interactions



## Lesson 3: Language Skills: Relevant Facts

### Objectives

- Write informative/explanatory texts that expose complex topics clearly and accurately
- Develop the topic with well-chosen, relevant, and sufficient facts
- Provide quotations and other appropriate information to the targeted audience

### Concepts

- relevant fact
- evidence



## Lesson 4: Writing and Oral Expression: Challenge Ideas

### Objectives

- Challenge other people's ideas and conclusions during discussions
- Stimulate a thoughtful and organized discussion with reasoned thoughts
- Present the central argument

### Concepts

- ideas
- arguments
- respect

## Unit 3: Communication is Essential

### Lesson 1: Reading and Vocabulary Acquisition: Order of Ideas

#### Objectives

- Identify how an author's choices create different effects for the reader
- Identify specific structure of the text and its purpose
- Identify and establish a particular point of view or cultural experience reflected in the text

#### Reading:

Reading	Author	Nationality	Genre
Good communication is a key part of disaster response	Shannon A. Bowen	American	Informational text

#### ***Let's Keep Reading*** (additional readings):

- The Interlopers, by H.H. Munro (SAKI)
- The Devil and Tom Walker, by Washington Irving

#### Vocabulary

- essential
- efficient
- flooded
- caveat
- outage
- disseminate
- platform
- ethical

#### Concepts

- analysis/ideas
- specific points

## Lesson 2: Comprehension and Analysis: Citations

### Objectives

- Link major sections of an original text to clarify the relationships between claims
- Identify the counterclaims in the text
- Argue the counterclaims with well-thought-out ideas
- Analyze in detail the ideas or claims and how they are developed and refined

### Concepts

- citations
- specific claims/evidence



## Lesson 3: Language Skills: Writing with Cohesion

### Objectives

- Use vocabulary words in phrases and clauses
- Establish and maintain a formal style and tone
- Establish an objective tone while following the norms and conventions of the discipline in which they are writing

### Concepts

- cohesion
- devices



## Lesson 4: Writing and Oral Expression: Diverse Perspectives

### Objectives

- Respond thoughtfully to diverse perspectives during discussions
- Summarize points of agreement and disagreement
- Justify their own views and understanding while making new connections in light of the evidence and reasoning presented

### Concepts

- diverse perspectives
- connections

## Unit 4: Languages and Media

### Lesson 1: Reading and Vocabulary Acquisition: Fallacious Statements

#### Objectives

- Evaluate the argument and specific claims in a text
- Identify valid evidence and reasoning
- Define and understand what false statements and fallacious reasoning are

#### Reading:

Reading	Author	Nationality	Genre
Ronald Reagan "Tear Down this Wall"	Ronald Reagan	American	Speech

#### *Let's Keep Reading* (additional readings):

- A New Campaign Encourages Latin American Indigenous Communities to Create Their Own Media, by Giovanna Salazar

#### Vocabulary

- duty
- broadcast
- checkpoint
- address
- doctrine
- standard
- afflict
- unassailable

#### Concepts

- reasoning
- fallacious statements

## Lesson 2: Comprehension and Analysis: Evaluating Statements

### Objectives

- Demonstrate proper use of evidence and citations
- Develop factual and evaluative statements
- Develop questions for further exploration of the topic

### Concepts

- interpretation
- evaluation



## Lesson 3: Language Skills: Specific Vocabulary

### Objectives

- Use precise language and vocabulary to expose the topic
- Provide a concluding statement with specific point of view
- Support the information or explanation presented

### Concepts

- specific vocabulary
- subject areas



## Lesson 4: Writing and Oral Expression: Media and Formats

### Objectives

- Integrate multiple sources of information presented in diverse media or formats
- Be creative while presenting information to others
- Communicate with precision and accuracy to the audience

### Concepts

- media and formats
- audience

## Unit 5: Meaningful Relationships

### Lesson 1: Reading and Vocabulary Acquisition: Character Interactions

#### Objectives

- Analyze how complex characters develop throughout the story
- Analyze how characters interact with other characters in the story
- Connect ideas from the text to personal experiences or other current literary texts

#### Reading:

Reading	Author	Nationality	Genre
American Indian Stories	Zitkala-Sa (Gertrude Simmons Bonnin)	Sioux	Poetry

#### *Let's Keep Reading* (additional readings):

- The Myth of Persephone: Greek Goddess of the Underworld , by Laura Strong

#### Vocabulary

- stir
- pitied
- rambled
- trinket
- ensnared
- compelled
- choice
- insipid

#### Concepts

- effects in a text
- cultural experiences

## Lesson 2: Comprehension and Analysis: Personal Relations

### Objectives

- Answer critical thinking questions using direct correct citations
- Analyze the action and plot and how they influence character behavior
- Identify key events in the text

### Concepts

- purpose
- structures



## Lesson 3: Language Skills: Narrative Techniques

### Objectives

- Write narratives to develop real or imagined experiences or events using effective techniques
- Use a well-structured sequence of events and structure
- Establish concrete topics or issues in the narrative

### Concepts

- narrative techniques
- first, second, and third person



## Lesson 4: Writing and Oral Expression: Formal Presentation

### Objectives

- Use words accurately and appropriately when giving presentations
- Use appropriate mediums to tell, retell, and explain a presentation
- Be concise and establish a central point of view

### Concepts

- formal presentation
- audience



## Unit 6: My Ideas and Interests

### Lesson 1: Reading and Vocabulary Acquisition: Sources of Information

#### Objectives

- 🎯 Identify how the author develops the information and transforms source material
- 🎯 Establish and use criteria to evaluate the texts
- 🎯 Make informed judgments about the quality of the piece

#### Reading:

Reading	Author	Nationality	Genre
The Model Millionaire	Oscar Wilde	British	Short Story

#### *Let's Keep Reading (additional readings):*

- 🎯 Wishes, by Dora Sigerson Shorter

#### Vocabulary

- 🎯 model
- 🎯 philanthropic
- 🎯 alms
- 🎯 dismay
- 🎯 chatter
- 🎯 withered
- 🎯 faint
- 🎯 wizened
- 🎯 prosaic

#### Concepts

- 🎯 sources
- 🎯 evaluate

## Lesson 2: Comprehension and Analysis: Primary and Secondary Sources

### Objectives

- Answer critical thinking questions and demonstrate evidence and citations
- Identify primary and secondary sources used in a text
- Provide a coherent and organized judgment about what has been read

### Concepts

- primary and secondary sources
- judgement



## Lesson 3: Language Skills: Correct Formatting

### Objectives

- Organize and analyze content before writing
- Organize the information to make important connections and distinctions
- Use formatting, graphics, and multimedia when useful and if necessary
- Use appropriate and varied transitions

### Concepts

- content
- analyzing



## Lesson 4: Writing and Oral Expression: Debate

### Objectives

- Propel conversations by asking questions and responding to questions that relate to the current discussion
- Actively incorporate others into the discussion
- Debate ideas from others with proper claims

### Concepts

- argument
- debate
- agreement vs disagreement

## Unit 7: Technology as an Ally

### Lesson 1: Reading and Vocabulary Acquisition: Technology Era

#### Objectives

- Interpret and evaluate narratives, speeches, informational texts, and other types of nonfiction
- Make connections to other texts and/or ideas
- Evaluate cultural perspectives, eras, personal events, and situations

#### Reading:

Reading	Author	Nationality	Genre
Soundscapes in the past: Adding a new dimension to our archaeological picture of ancient cultures	Kristy E. Primeau and David E. Witt	American	Informational text

#### *Let's Keep Reading* (additional readings):

- The First Writing Machines, by Mark Twain

#### Vocabulary

- acoustic
- ancestral
- dimension
- profile
- blossomed
- variable
- crunch
- shrine

#### Concepts

- making connections
- cultural perspectives

## Lesson 2: Comprehension and Analysis: Personal Perspectives

### Objectives

- Use quotations to create arguments with valid reasoning
- Develop innovative perspectives about the text and discussion
- Analyze and make precise connections from different texts, perspectives, and personal ideas

### Concepts

- personal perspectives



## Lesson 3: Language Skills: Develop and Strengthen Writing

### Objectives

- Write narrative texts with creativity and using literary elements
- Use sensory language to portray a vivid picture of the experiences, events, setting, and/or characters
- Adapt voice, awareness of audience, and use of language to accommodate a variety of cultural contexts

### Concepts

- narrative
- sensory language



## Lesson 4: Writing and Oral Expression: The Audience

### Objectives

- Present information, findings, and supporting evidence clearly, concisely, and logically
- Develop a discussion that listeners can follow via proper use of line of reasoning and organization
- Use appropriate style to address purpose, audience, and task

### Concepts

- audience
- purpose

## Unit 8: A New World

### Lesson 1: Reading and Vocabulary Acquisition: Artistic Mediums

#### Objectives

- Identify a subject or a key scene in two different artistic mediums
- Compare different literary works about the same subject
- Evaluate works by authors or artists who represent diverse world cultures

#### Reading:

Reading	Author	Nationality	Genre
A White Heron	Sarah Orne Jewett	American	Short Story

#### *Let's Keep Reading* (additional readings):

- None*

#### Vocabulary

- wary
- plodding
- seldom
- deserted
- stirring
- waned
- wayfarer
- slumbering

#### Concepts

- artistic mediums
- diverse world cultures

## Lesson 2: Comprehension and Analysis: Other Cultures

### Objectives

- Answer with critical thinking arguments
- Analyze the texts on topics related to diverse and nontraditional cultures and viewpoints
- Analyze the different mediums used to present information

### Concepts

- nontraditional cultures
- topics/viewpoints



## Lesson 3: Language Skills: Investigating

### Objectives

- Conduct research projects to answer a question
- Synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
- Use technology, including the Internet, to write and edit the work
- Display information flexibly and dynamically

### Concepts

- investigation
- synthesize



## Lesson 4: Writing and Oral Expression: Formal English

### Objectives

- Listen and respond respectfully to other perspectives and cultures
- Communicate effectively with audiences or individuals with different backgrounds
- Make strategic use of digital media

### Concepts

- formal English
- effective
- respectfully



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