

**St. Johns County School District  
 ELA-English II-Grade 10-Quarter 1  
 Curriculum Map-(2015-2016)-Florida Standards**

**Unit Title: A Different View of Man’s World**

(Related to Collections 3 and 4 in HMMH)

**Course Name: ENG II**

**Course Code: 1001340 (Standard) and 1001350 (Honors)**

**\*\* All standards should be taught throughout the year; however, the ones listed below are the primary focus for the quarter.**

<b>Desired Outcomes/Results</b>
<b><u>Strand: READING STANDARDS FOR LITERATURE</u></b>
<p><b>LAFS.910.RL.1.1</b>--Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>LAFS.910.RL.1.2</b>--Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>LAFS.910.RL.1.3</b>--Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p><b>LAFS.910.RL.2.4</b>--Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p><b>LAFS.910.RL.2.5</b>--Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p><b>LAFS.910.RL.2.6</b>--Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p><b>LAFS.910.RL.3.7</b>--Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).</p> <p><b>LAFS.910.RL.3.9</b>--Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p>
<b><u>Strand: READING STANDARDS FOR INFORMATIONAL TEXT</u></b>
<p><b>LAFS.910.RI.1.1</b>--Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>LAFS.910.RI.1.2</b>--Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>LAFS.910.RI.1.3</b>--Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p><b>LAFS.910.RI.2.4</b>--Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>LAFS.910.RI.2.5</b>--Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).</p> <p><b>LAFS.910.RI.2.6</b>--Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.</p>

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**LAFS.910.RI.3.7**--Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

***Strand: WRITING STANDARDS***

**LAFS.910.W.1.1**--Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**LAFS.910.W.1.2**--Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**LAFS.910.W.1.2a**--Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**LAFS.910.W.1.2c**--Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**LAFS.910.W.2.4** --Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**LAFS.910.W.2.5**--Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)

**LAFS.910.W.3.7**--Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**LAFS.910.W.3.9**--Draw evidence from literary or informational texts to support analysis, reflection, and research.

***Strand: STANDARDS FOR SPEAKING AND LISTENING***

**LAFS.910.SL.1.1**--Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**LAFS.910.SL.1.1a**--Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-

**LAFS.910.SL.1.1c**--Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**LAFS.910.SL.1.3**--Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**LAFS.910.SL.2.4**--Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**LAFS.910.SL.2.5**--Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

***Strand: LANGUAGE STANDARDS***

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**LAFS.910.L.1.1**--Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**LAFS.910.L.1.1a**--Use parallel structure.

**LAFS.910.L.1.1b**--Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing

**LAFS.910.L.1.2**--Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**LAFS.910.L.3.4**--Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

**LAFS.910.L.3.4a-d**--a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).

c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

**LAFS.910.L.3.5**--Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**\*Research shows that grammar lessons should be embedded with all reading and writing throughout the year. Click [LAFS Grammar Standards Progression for chart on grammar.](#)**

**Essential Understanding:** Throughout one’s life, circumstances and situations constantly change and evolve; the ability to adapt to those changes greatly affects one’s view of the world.

**Essential Questions:** What events and/or circumstances have the potential to shape one’s view of the world?

**Students will recognize and/or know:**

- how to differentiate genres (fiction vs. nonfiction and the utopian/dystopian genres)
- understand how an author builds a story (plot, theme, etc.) or argument in relationship to the author’s purpose
- text features such as charts, maps, diagrams, sub-headings, captions, illustrations, and graphs to aid the reader’s understanding
- how to make connections with multiple sources and cite evidence of analysis from various texts
- correct standardized citation
- context clues to determine meanings of unfamiliar words
- the meaning of conceptually advanced prefixes, suffixes, and root words
- how to analyze the author’s purpose and/or perspective in a variety of text and understand how they affect meaning the main idea or essential message in grade-level or higher texts through inferring, paraphrasing, summarizing, and identifying relevant details

**Students will be able to:**

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- cite text evidence to support inferences
- analyze representations in different mediums
- use cause-and-effect relationships to make connections between ideas and events
- analyze language and make inferences about the theme of a poem
- identify and compare poetic structure across two poems as well as paraphrase and summarize ideas
- analyze the development of ideas in non-fiction
- determine the meaning and analyze ideas
- cite textual evidence and analyze how an author uses parallel plots, tone, pace, and foreshadowing to create tension
- analyze how the author unfold an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them
- analyze and develop an interpretation of a literary work describing an author’s use of literary elements (theme, point of view, characterization, setting, and plot)
- interpret and evaluate an author’s descriptive language (tone, irony, mood, imagery, pun, alliteration, onomatopoeia, allusion), common idioms, and literary allusions, and explain how they impact meaning in a variety of texts

**Learning Plan**

**High Yield Instructional Strategies**  
**Identifying similarities and differences** - Students should compare, classify, and create metaphors, analogies and non-linguistic or graphic

*Effective teaching practice includes teachers previewing the stories to determine which vocabulary to frontload for their particular audience.*

**Key Vocabulary**

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representations (Thinking Maps, T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers)

**Summarizing and note taking** - Students should learn to eliminate unnecessary information, substitute some information, keep important information, write / rewrite, and analyze information. Students should be encouraged to put some information into own words. Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break-down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity diagrams, etc.

**Setting objectives and providing feedback** - Teachers should create specific but flexible goals, allowing some student choice. Teacher feedback should be corrective, timely, and specific to a criterion. (Articulating and displaying learning goals, KWL, contract learning goals, etc.)

**Questions, cues, and advance organizers** - Teachers should use cues and questions that focus on what is important (rather than unusual), use ample wait time before accepting responses, eliciting inference and analysis. Advance organizers should focus on what is important. (Graphic organizers, provide guiding questions before each lesson, think alouds, inferencing, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, foldables, annotating the text, etc.)

**Academic Vocabulary:**

Collection 3: abstract, evolve, explicit, facilitate, infer.

Collection 4: differentiate, incorporate, mode, orient, perspective

Other Academic Vocabulary: theme, point of view, characterization, setting, plot, tone, mood, imagery, pun, alliteration, onomatopoeia, allusion, symbolism, simile/metaphor, personification, mood, common idioms, narrator's attitude, irony/verbal irony/situational irony/dramatic irony, sensory details, repetition

*This section refers to vocabulary from the **anchor text only**. We strongly encourage teachers to add vocabulary from other texts chosen.*

**Words to Front-Load:**

Collection 3: Kafkesque-pg. 93, Metamorphosis-pg. 93

Collection 4: *first anchor text:* seminary-pg. 155, reclusiveness-pg. 155, ophthalmologist-pg. 155, anonymously-pg. 155, *second anchor text:* astrophysicist-pg. 161, planetarium-pg. 161, *third anchor text:* instinct-pg. 183

**Vocabulary in Context (bolded in the text):**

Collection 3: vermin-pg. 93, subordinate-pg. 94, plaintively-pg. 96, enunciate-pg. 96

Collection 4: *second anchor text:* acuity-pg. 161, stimuli-pg. 162, propensity-pg. 162, transcend-pg. 162, precarious-pg. 166, *third anchor text:* obliterate-pg. 183, impetus-pg. 184, repertoire-pg. 186

**Instructional Methods:**

Teach prefixes, suffixes, root words and context clue strategies that aid in determining meaning.

**Language & Style (Grammar)**

*Collection 3: Grammar focus Phrases*

- Prepositional, Adjectival, and Adverbial Phrases—page 128
- Transitional Words and Phrases—page 136
- Noun Phrases and Verb Phrases—page 140

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**Language & Style (Grammar)**

*Collection 4:*

- Writing Conventions—page 160
- Parallel Structure—page 170
- Adverbial Clauses—page 182

***PowerPoint presentations for instruction and practice worksheets can be found on the HMH website under Teacher Resources***

**\*Grammar lessons should be embedded with all reading and writing throughout the year. Click [LAFS Grammar Standards Progression](#) for chart on grammar.**

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<p><b>Anchor Text from HMH Curriculum that all 10<sup>th</sup> grade students must read</b></p> <p><i>Note to teachers: “Anchor” texts are expected to be read with students during the quarter indicated. These texts have been deemed by St. Johns teacher teams to adequately address the themes, performance tasks, and standards indicated on the quarterly curriculum maps.</i></p> <p>Collection 3:</p> <ul style="list-style-type: none"> <li>• <b>The Metamorphosis</b> (Novella by Franz Kafka – page 93)</li> </ul> <p>Collection 4:</p> <ul style="list-style-type: none"> <li>• <b>“We grow accustomed to the Dark” and “Before I got my eye put out”</b> (Poems by Emily Dickinson – page 156 and 157)</li> <li>• <b>“Coming to Our Senses”</b></li> </ul>	<p><b>Supporting/supplemental texts from HMH Curriculum that connect to unit one theme</b></p> <p><i>Note to teachers: “Supporting/supplemental” texts may be chosen to support the anchor texts. Based on student skill level, support needs, and interest; teachers may also choose other appropriate texts as supplemental resources.</i></p> <p>Collection 3:</p> <ul style="list-style-type: none"> <li>• <b>Excerpt from <i>The Metamorphosis</i></b>—graphic novel by Peter Kuper—page 107</li> <li>• <b>Excerpt from <i>Simplicity</i></b>--science writing by Jeffrey Kluger – page 129- (This excerpt explores how different people reacted to 9/11. This event should be reviewed prior to beginning text)</li> <li>• <b>“Magic Island”</b> - poem by Cathy Song – page 137</li> <li>• <b>Clip from <i>Rivers and Tides</i></b>—Documentary film by Thomas Riedeisheimer—page 141</li> </ul> <p><b>CLOSE READER</b></p> <ul style="list-style-type: none"> <li>• <b>The Starry Night</b>—painting by Vincent van Gogh—page 48</li> <li>• <b>The Starry Night</b>—poem by Anne Sexton—page 49</li> <li>• <b>Life After People</b>—science writing by Dolores Vasquez—page 51</li> </ul> <p>Collection 4:</p> <ul style="list-style-type: none"> <li>• <b>“The Night Face Up”</b>—short story by Julio Cortazar—page 171</li> <li>• <b>“The Math Instinct”</b> (Math Essay by Keith Devlin—page 183)</li> <li>• <b>“Musee des Beaux Arts”</b>—poem by W. H. Auden—page 190</li> <li>• <b>Landscape with the Fall of Icarus</b>—painting by Pieter Breughel the Elder—page 191</li> </ul> <p><b>CLOSE READER</b></p> <ul style="list-style-type: none"> <li>• <b>The Trouble with Poetry</b>—poem by Billy Collins—page 58</li> </ul>	<p><b>Media</b></p> <p>Collection 3:</p> <ul style="list-style-type: none"> <li>• Audio is available for every selection in Collection 3.</li> <li>• Video HISTORY <i>Angel Island: Ellis Island of the West</i></li> </ul> <p>Collection 4:</p> <ul style="list-style-type: none"> <li>• Audio is available for every selection in Collection 3.</li> <li>• Video HISTORY <i>Culture of Art and Death</i></li> <li>• Video BIOGRAPHY <i>Julio Cortazar (not online as of June 2014)</i></li> </ul> <p><b>Extend</b> (all activities are listed in the teacher eBook)</p> <p>Collection 3:</p> <ul style="list-style-type: none"> <li>• Interactive Whiteboard Lesson &gt; Analyze Complex Characters (not available as of June 2014)</li> <li>• Presenting Findings &gt; Interactive Lesson &gt; Giving a Presentation</li> <li>• Use Precise Language</li> <li>• Use Various Types of Phrases</li> <li>• Interactive Whiteboard Lesson &gt; Using Media in Presentations (not available as of June 2014)</li> </ul> <p>Collection 4:</p> <ul style="list-style-type: none"> <li>• Interactive Whiteboard Lesson &gt; Determine Figurative Meanings</li> <li>• Analyze How Authors Develop Ideas</li> </ul>
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<p>(Science Essay by Neil de Grasse Tyson – page 161)</p>	<ul style="list-style-type: none"> <li>• <b>Today</b>—poem by Billy Collins—page 61</li> <li>• <b>Every Second Counts</b>—book review by Matilda Battersby—page 63</li> <li>• <b>Whale Sharks Use Geometry to Avoid Sinking</b>—science writing from ScienceDaily—page 67</li> </ul> <p><b>More Supplemental Titles:</b></p> <p>Literature:</p> <ol style="list-style-type: none"> <li>1. “Harrison Bergeron”  <a href="http://wordfight.org/bnw/bnw-unit_packet.pdf">http://wordfight.org/bnw/bnw-unit_packet.pdf</a></li> <li>2. “By the Waters of Babylon”  <a href="http://www.husd.org/cms/lib08/AZ01001450/Centricity/Domain/2886/water_sofbabylon.pdf">http://www.husd.org/cms/lib08/AZ01001450/Centricity/Domain/2886/water_sofbabylon.pdf</a></li> <li>3. “There Will Come Soft Rains”  <a href="http://2engom.wikispaces.com/file/view/%27There+Will+Come+Soft+Rains%27+story+and+poem+and+tasks+bklt.pdf">http://2engom.wikispaces.com/file/view/%27There+Will+Come+Soft+Rains%27+story+and+poem+and+tasks+bklt.pdf</a>  <a href="https://www.youtube.com/watch?v=LzhIU8rXgHc">https://www.youtube.com/watch?v=LzhIU8rXgHc</a></li> <li>4. “Meeting at Night”  <a href="http://literaryballadarchive.com/PDF/Browning_5_Meeting_at_Night_.pdf">http://literaryballadarchive.com/PDF/Browning_5_Meeting_at_Night_.pdf</a></li> <li>5. “The Sound of Night”  <a href="http://blueskybigdreams.blogspot.com/2012/07/the-sound-of-night.html">http://blueskybigdreams.blogspot.com/2012/07/the-sound-of-night.html</a></li> <li>6. “The Machine Stops”  <a href="http://www.ele.uri.edu/faculty/vetter/Other-stuff/The-Machine-Stops.pdf">http://www.ele.uri.edu/faculty/vetter/Other-stuff/The-Machine-Stops.pdf</a></li> <li>7. “Searching for Summer”  <a href="https://teacher.ocps.net/brittany.camp/Media/storychoices.pdf">https://teacher.ocps.net/brittany.camp/Media/storychoices.pdf</a></li> <li>8. “A Children’s Story”</li> </ol>	<ul style="list-style-type: none"> <li>• Analyze Point of View: Background &gt; Level Up Tutorial &gt; Conducting Research</li> <li>• Organize Ideas in Writing</li> <li>• Evaluate a Speaker</li> <li>• Determine Theme</li> <li>• Interactive Whiteboard Lesson &gt; Form in Poetry</li> </ul> <p><b>Reteach</b></p> <p><i>Collection 3:</i></p> <ul style="list-style-type: none"> <li>• Support Inferences &gt; Level Up Tutorial &gt; Making Inferences About Characters</li> <li>• Analyze Representations in Different Mediums &gt; Level Up Tutorial &gt; Characters and Conflict</li> <li>• Analyze Author’s Order: Cause and Effect &gt; Level Up Tutorial &gt; Cause and Effect Organization</li> <li>• Support Inferences About Themes &gt; Level Up Tutorial &gt; Theme</li> <li>• Analyze Development of Ideas &gt; Level Up Tutorial &gt; Main Idea and Supporting Details</li> </ul> <p><i>Collection 4:</i></p> <ul style="list-style-type: none"> <li>• Analyze Author’s Choices: Poetic Structure &gt; Level Up Tutorial &gt; Elements of Poetry</li> <li>• Analyze Development of Ideas Interactive Graphic Organizer &gt; Main Idea and Details Chart</li> </ul>
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	<p><a href="http://home.comcast.net/~llefler/clavell.htm">http://home.comcast.net/~llefler/clavell.htm</a> Informational Texts:</p> <p>9. "Inside the Home of the Future" <a href="http://www.wsj.com/articles/SB107712037785532703">http://www.wsj.com/articles/SB107712037785532703</a></p> <p>1.</p> <p>10. "Race to Save the Apollo 13" by Michael Useem</p> <p>11. "On Nuclear Disarmament" by Carl Sagan</p> <p><b>Supplemental Novels:</b> <i>Anthem</i> <i>Brave New World</i> <i>Fahrenheit 451</i> <i>Lord of the Flies</i></p>	<ul style="list-style-type: none"><li>• Cite Textual Evidence &gt; Level Up Tutorial &gt; Reading for Details</li><li>• Determine Meaning and Analyze Ideas &gt; Level Up Tutorial &gt; Main Idea and Support Details</li><li>• Analyzing Representations in Different Mediums &gt; Level Up Tutorial &gt; Universal and Recurring Theme</li></ul>
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**Assessment Evidence**

**Suggested Performance Tasks/Other Evidence and Tools**

**Sound assessments:**

- align with learning goals;
- vary in type and format;
- use authentic performance tasks;
- use criteria scoring tools such as rubrics or exemplars;
- allow teachers and students to track growth over time;
- validate the acquisition of transferable knowledge;
- give insight into students’ thinking processes;
- cause students to use higher level thinking skills;
- address guiding questions and identified skills and processes;
- provide informative feedback for teachers and students; and
- ask students to reflect on their learning.

**Diagnostic and/or Placement:**

- Prior knowledge questions, specific to literary terms and subject matter (including Utopian and Dystopian genres)
- Anticipation Guides
- KWL Charts
- Venn Diagrams

**Formative:**

*Instructors should formatively assess their standards daily to track student progress and guide instruction.*

*Collection 3:*

- Speaking Activity: Discussion—page 106
- Speaking Activity: Comparison—page 126
- Writing Task: Analysis—page 134
- Writing Task: Argument—page 139
- Media Activity: Reflection—page 144

*Collection 4:*

- Writing Activity: Essay—page 159
- Speaking Activity: Discussion—page 168
- Writing Activity: Analysis—page 181
- Writing Activity: Research—page 187
- Speaking Activity: Comparison—page 192

**Suggested Writing Tasks:**

- Use Performance Assessment Unit 2: Informative Essay. Use Step 1 and Step 2 to prepare the students for the FSA. Step 3 is the actual assessment the student will complete on their own. Use FSA Writing rubric.
- Collection 3 Performance Task B—Write an Argument—page 149 (*Use FSA rubric*)

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- Collection 4 Performance Task B—Write a Short Story—page 197 (*Rubric provided in teacher and student textbook*)

**Additional Summative Tasks:**

- Collection 3 Performance Task A—Participate in a Panel Discussion—page 145 (*Rubric provided in teacher and student textbook*)
- Collection 4 Performance Task A—Present A Speech—page 193 (*Rubric provided in teacher and student textbook*)

**Scaffolding / Intervention Strategies:**

[6 SCAFFOLDING STRATEGIES TO USE WITH YOUR STUDENTS](#)

**Resources:**

Students: HMH Collections (text, close reader, online resources)

Teachers: HMH Collections (TE and supplements); class novel sets as applicable

**Digital Resources for Planning and Instruction**

[Literacy Design Collaborative](#)

[Florida Students](#)

[CPALMS](#)

[NewsELA](#)

[Read Works](#)