

# McKinley's CLA Tenth Grade Curriculum



McKinley's curriculum framework builds on the strong foundation of gifted education in the SLPS elementary gifted programs and emphasizes a conceptually challenging, in-depth, and complex content within cognitive, affective, aesthetic, social, and leadership domains as recommended by National Association of Gifted Children (NAGC) *2010 Pre-K-Grade 12 Gifted Programming Standards*. Differentiation, content-based acceleration, and enrichment are interventions implemented for our high-ability learners. In addition to providing project/problem based learning experiences, McKinley uses concepts from *Capturing Kid's Hearts* and the Six Pillars of Character to build community amongst students, staff, and families.

## 10<sup>th</sup> Grade Curriculum at a Glance

### Communication Arts

#### **Readings:**

#### **Fiction:**

*MacBeth* by Shakespeare  
*The Prince* by Machiavelli  
*Oedipus* by Sophocles  
*The Illiad* by Homer

#### **Nonfiction/Informational:**

"Letter From Birmingham Jail" Martin Luther King  
"A Genetics of Justice" by Julia Alvarez  
As well as works from Ahmad Shamlu, Alice Walker, Rabindranath Tagore, Mark Memmott, Malala Yousafzai, and Eleanor Roosevelt

#### **Textbook: Glencoe**

We are also utilizing the Engage NY program which is a program based off of the Common Core Standards, many of which you will see outlined in more detail below.

#### **Reading Strategies-**

##### Literary Text –

#### **From Common Core Standards:**

##### Key Ideas and Details:

CCSS.ELA-LITERACY.RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2 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.

CCSS.ELA-LITERACY.RL.9-10.3 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.

#### Craft and Structure:

CCSS.ELA-LITERACY.RL.9-10.4 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).

CCSS.ELA-LITERACY.RL.9-10.5 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.

CCSS.ELA-LITERACY.RL.9-10.6 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.

#### Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.9-10.7 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).

CCSS.ELA-LITERACY.RL.9-10.9 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).

#### Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RL.9-10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.

#### Informational Text –

##### **From Common Core Standards:**

CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.9-10.2 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.

CCSS.ELA-LITERACY.RI.9-10.3 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.

#### Craft and Structure:

CCSS.ELA-LITERACY.RI.9-10.4 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).

CCSS.ELA-LITERACY.RI.9-10.5 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).

CCSS.ELA-LITERACY.RI.9-10.6 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.

## Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RI.9-10.7 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.

CCSS.ELA-LITERACY.RI.9-10.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

CCSS.ELA-LITERACY.RI.9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

## Range of Reading and Level of Text Complexity:

CCSS.ELA-LITERACY.RI.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

## Writing and Research Skills-

Students will produce original works, both creative and informative. They will learn how to properly cite their work and draw conclusions from multiple sources.

## Listening and Speaking Skills

Students will engage in a variety of discussion methods including fishbowl, think-pair-share, and whole class discussion. We will also be utilizing the common core standards as follows:

CCSS.ELA-LITERACY.SL.9-10.1 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.

CCSS.ELA-LITERACY.SL.9-10.1.A 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-reasoned exchange of ideas.

CCSS.ELA-LITERACY.SL.9-10.1.B Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

CCSS.ELA-LITERACY.SL.9-10.1.C 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.

CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

## Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.9-10.4 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.

CCSS.ELA-LITERACY.SL.9-10.5 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.

CCSS.ELA-LITERACY.SL.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and [3](#) here for specific expectations.)

**Mathematics (Note: Many students are accelerated based on a track record of math ability and placement tests. Refer to the appropriate grade level for your child's placement.)**

### Geometry Curriculum at a Glance (Geometry 250)

This for-credit, high school course will help students acquire an understanding of geometric and spatial relationships. Students will study real numbers, operations, and patterns. They will investigate angles, parallel and perpendicular lines, circles, two- and three-dimensional objects, surface area, volume, Cartesian coordinates, sample space, probability distribution, constructions, transformations, and symmetries. The course will also introduce students to inductive and deductive reasoning, which they will use to establish the validity of conjectures, prove theorems, and critique the arguments of others.

The curriculum is designed to cover the objectives tested by the State of Missouri's EOC (End of Course) Test for High School Geometry. Middle School Students taking the Geometry EOC will not take the regular grade level Math MAP assessment. Graphing Calculators will be used to integrate technology and apply mathematical concepts.

### Advanced Algebra Curriculum at a Glance (Advanced Algebra 350)

In this course, students will be expected to meet the state high school graduation requirements. Students will understand and solve problems related to the following topics: Properties of Functions, Linear, Polynomial, Exponential, Logarithmic, Rational, and Radical Functions, Matrices, Probability and Statistics, Sequences and Series, and Trigonometry.

### **Textbook: Holt McDougal Algebra 2**

- Unit 1: Foundation for Functions, Linear Functions, and Linear Systems
- Unit 2: Matrices, Quadratics Functions, and Polynomial Functions
- Unit 3: Exponential and Logarithmic Functions, Rational and Radical Functions, and Properties and Attributes of Functions
- Unit 4: Conic Sections, Probability and Statistics, and Sequences and Series
- Unit 5: Trigonometric Functions and Trigonometric Graphs and Identities

### **Math Enrichment Activities**

- Math Enrichment Activities include group work and correct presentations of in-class work as well as an end-of-semester project where students choose a topic and present for 5 minutes on an application of math to the real world.

### **Science**

Textbook: Biology, Steven Nowicki, 2008

Main Topics Covered—

- Quarter 1 - Ecology
- Quarter 2 - Cells
- Quarter 3 – Genetics
- Quarter 4 - Evolution

### Next Generation Science Standards Tie-Ins

- Nature of Science—The process of doing science.
- Cases from history
- Darwin Theory of Biological Evolution and the Modern Synthesis
- James Watson and Francis Crick and the Molecular Model of Genetics
- Inheritance and Variation of Traits “How are the characteristics from one generation related to the previous generation?”
- Matter and Energy in Organisms and Ecosystems “How do organisms obtain and use energy they need to live and grow? How do matter and energy move through ecosystems?”
- Interdependent Relationships in Ecosystems - “How do organisms interact with the living and non-living environment to obtain matter and energy?”
- Natural Selection and Evolution - “How can there be so many similarities among organisms yet so many different plants, animals, and microorganisms? How does biodiversity affect humans?”

Science Enrichment Activities: Fetal pig dissection in the spring, field work on the school yard

### Social Studies

- Progression of Topics:
  - *First Civilizations and Empires*
  - *New Patterns of Civilization*
  - *The Early Modern World*
  - *An Era of European Imperialism*
  - *The Twentieth-Century Crisis*
  - *Toward a Global Civilization*

### **Educational Resources:**

Textbook: *National Geographic World History* (2005), Online textbook / resources: [www.worldhistoryforusall.org](http://www.worldhistoryforusall.org), Geography enrichment website: [www.sheppardsoftware.com](http://www.sheppardsoftware.com)

**Social Studies Enrichment Activities:** Kids Vote, The History of our Stuff Project, World Atlas Project

### **Additional Enrichment Activities for Tenth Graders:**

- Social learning opportunities, Junior Achievement with Personal Finance, Health Education

We hope you are able to get an understanding of our values and academics at McKinley CLA. Should you have additional questions later, please visit our website (<http://www.slps.org/mckinleycja>) where you can find answers to many frequently asked questions.

### ***Tenth Grade Class Core Teachers:***

***Angela Bubash, English Language Arts***

***Ellis Smith, Social Studies***

***Erin Cato and Matthew Rosado, Mathematics***

***Allen Niedermann, Science***