

City of Angels School
Independent Study – Los Angeles Unified School District
High School Instructional Framework – Course ID # 203110
CCSS English 10B

The major purpose of this **CCSS English 10B** course is to analyze literature and expository text in greater depth and produce complex writing assignments. Students will continue to apply the knowledge and skills acquired in earlier grades with more refinement, depth, and sophistication with grade-appropriate material. Students will apply and refine their command of the writing process and writing conventions to produce narrative, persuasive, expository, and descriptive texts of at least 1,500 words each.

CCSS English 10B is organized into three standards-based instructional components that focus on persuasion, exposition, and literary analysis, integrating skills of reading, writing, listening, and speaking. During the persuasion instructional component, students will read persuasive texts, with a focus on the credibility of an author’s argument, the relationship between generalizations and evidence, the comprehensiveness of evidence, the way in which the author’s intent affects the structure and tone of the text, and extend ideas through original analysis, evaluation, and elaboration. Students will also write persuasive essays and deliver persuasive presentations. In the exposition component, students will read expository texts, with a focus on synthesizing and extending ideas presented in primary and secondary sources, including works by a single author dealing with a single issue. In addition, students will write expository essays and deliver expository presentations. During the literary analysis component, students will read literary texts, with a focus on analyzing central themes in multiple works as well as analyzing themes in relation to issues of an historical period. Students will write responses to literature and deliver oral responses to literature. **CCSS English 10B** meets the basic **tenth-grade** English requirement for graduation and fulfills the A requirement of the UC/CSU Subject Area Requirements.

Standards

Material covered in this instructional guide aligns with the Common Core State Standards (CCSS). The English Language Arts CCSS consist of Career and College Ready (CCR) anchor standards and grade-specific content standards. To view each of the standards for the categories listed above in detail; download the California Common Core State Standards for English Language Arts from <http://www.cde.ca.gov/re/cc/>.

Texts and Websites

Savas, [MyPerspectives English Language Arts Grade 10](#) © 2022

Student may access the textbook companion site, Achieve 3000, and Edgenuity/MyPath software programs that assist with reading comprehension skills through Schoology.

Grade Distribution:

- Weekly Assignments =70% (Writing = 70%, comprehension questions, vocabulary, and grammar = 30%)
- Performance Assessments = 30%.
- Your teacher use the following standard grading rubric for completeness and accuracy: A=90-100%, B=80-89%, C=70-79%, D=60-69%, and F<60%.

MyPerspectives English

Unit opener: this reading is a short introduction to the unit. Students complete a vocabulary word network(word association) and a summary of the reading.

Each Reading follows the same pattern – students complete all activities for each reading (in order), unless otherwise directed by your teacher. Short summaries of each activity are following (readings vary with some activities):

- **(Assignment 1)**
 - **Concept Vocabulary:** Introduce the vocabulary words in the selection.
 - **First Read:** During the First Read, students will read to notice details, annotate the text as they read, make connections beyond the text, and respond by writing a brief summary of the selection. There is a First Read guide with guiding questions (digital version can be typed on).
 - **Comprehension Check:** short answer comprehension questions
 - **Research:** Students are asked to choose something from the reading to research to clarify and explore.

- **(Assignment 2)**
 - **Close Read (second read):** Students respond to questions (annotate/question/conclude) directly in their digital or print Student Edition (example provided).
 - **Analyze the Text:** Short answer questions with evidence cited.

- **(Assignment 3)**
 - **Analyze Craft and Structure:** Literary device lesson.
 - **Concept Vocabulary:** A closer look at vocabulary words and word study.

- **(Assignment 4)**
 - **Conventions:** Grammar/mechanics practice.
- **Selection test is available online digitally or print forms**

- **(Assignment 5) (teacher discretion)**
 - **Writing to Sources:** Includes one or more writing assignments associated with the reading and an evidence log leading to the Performance Assessment.
 - **Speaking and Listening:** Includes one or more speaking and listening (presentation type) assignments associated with the reading and an evidence log leading to the Performance Assessment.

Performance Task/Performance Assessment

- Performance Task is a final writing/speaking project based on the readings.
- Performance Assessment is a final writing/speaking project based on the Essential Question

Optional Novel (teacher discretion) – One correlated novel was chosen from a list of options offered by Savvas. See MyPerspectives+ for more options.

Supplementary Resources for Relearning and Differentiation (available through Savvas App)

- ELD Support:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading in multiple languages
 - English Language Support Lessons
- Advanced Learners –
 - Extension Questions
 - Independent Learning additional texts
 - Conventions additional lessons/ mini lessons/Interactive lessons
 - Literary Device additional lessons/ mini lessons/Interactive lessons
 - Novel Correlations/Trade Books
- Struggling Readers:
 - Accessible Leveled Text (summarized versions of the readings with explanations)
 - Audio reading
 - English Language Support Lessons
 - Conventions additional lessons/ mini lessons/Interactive lessons
 - Literary Device additional lessons/ mini lessons/Interactive lessons
- All Readers:
 - Audio Reading
 - Word Study additional lessons
 - Conventions additional lessons/mini lessons/Interactive lessons
 - Literary Device additional lessons/mini lessons/Interactive lessons

*Multicultural Selection

Week 1 - Unit 4: <i>All That Glitters</i> Essential Question: What do our possessions reveal about us?
<ul style="list-style-type: none">○ Achieve 3000: Levelset Assessment○ Achieve3000: Complete two 5-step lesson articles○ Unit Introduction: “I Came, I Saw, I Shopped” pp. 366-368 (Read, Vocabulary & Summary)○ Reading #1: “The Necklace” pp. 372-387<ul style="list-style-type: none">○ Optional: Novel reading: <i>The Great Gatsby</i> by F. Scott Fitzgerald Read & answer discussion questions Chapters I-II
Week 2 - Unit 4: <i>All That Glitters</i> Essential Question: What do our possessions reveal about us?
<ul style="list-style-type: none">○ Achieve3000: Complete two 5-step lesson articles○ Reading #2: *<i>“Civil Peace”</i> pp. 388-401○ Reading #3: “Fit for a King: Treasures of Tutankhamun” pp. 402-407<ul style="list-style-type: none">○ Optional: Novel reading: <i>The Great Gatsby</i> Read & answer discussion questions Chapters III
Week 2 - Unit 4: <i>All That Glitters</i> Essential Question: What do our possessions reveal about us?
<ul style="list-style-type: none">○ Achieve3000: Complete two 5-step lesson articles○ Reading #4: *<i>“Avarice,” “The Good Life,” & “Money”</i> pp.430-441○ Performance Task: Informative Essay pp. 408-413<ul style="list-style-type: none">○ Optional: Novel reading: <i>The Great Gatsby</i> Read & answer discussion questions Chapters IV

<p>Week 4 – Unit 5: <i>Virtue and Vengeance</i> ESSENTIAL QUESTION: What motivates us to forgive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit Introduction: “Neither Justice nor Forgetting: Defining Forgiveness” pp. 496-498 (Read, Vocabulary & Summary) ○ Historical Context Oedipus the King pp. 502-509 ○ Reading #1: <i>The Tempest, Act I</i> pp. 508-533
<p>Week 5 – Unit 5: <i>Virtue and Vengeance</i> ESSENTIAL QUESTION: What motivates us to forgive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #2: <i>The Tempest, Act II</i> pp. 534-553 ○ Reading #3: <i>The Tempest, Act III</i> pp. 554-571 <ul style="list-style-type: none"> ○ Optional: Novel reading: <i>The Great Gatsby</i> Read & answer discussion questions Chapters V-VI
<p>Week 6 – Unit 5: <i>Virtue and Vengeance</i> ESSENTIAL QUESTION: What motivates us to forgive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #4: <i>The Tempest, Act IV</i> pp. 572-585 ○ Reading #5: <i>The Tempest, Act V</i> pp. 586-603
<p>Week 7 – Unit 5: <i>Virtue and Vengeance</i> ESSENTIAL QUESTION: What motivates us to forgive?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #6: * “En El Jardin de los Espejos Quebrados, Caliban Catches a Glimpse of His Reflection” pp. 604-607 ○ Reading #7: * “Caliban” pp. 608-613 ○ Performance Task: Argumentative Essay pp.614-619 <ul style="list-style-type: none"> ○ Optional: Novel reading: <i>The Great Gatsby</i> Read & answer discussion questions Chapters VII
<p>Week 8 – Unit 6: <i>Blindness and Sight</i> Essential Question: What does it mean to see?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Unit Introduction: “Just Six Dots” pp. 660-662 (Read, Vocabulary & Summary) ○ Historical Context Oedipus the King pp. 666-671 <ul style="list-style-type: none"> ○ Optional: Novel reading: <i>The Great Gatsby</i> Read & answer discussion questions Chapters VIII-IX
<p>Week 9 – Unit 6: <i>Blindness and Sight</i> Essential Question: What does it mean to see?</p> <ul style="list-style-type: none"> ○ Achieve3000: Complete two 5-step lesson articles ○ Reading #1: <i>Oedipus The King, Part I</i> pp. 672-701 ○ Reading #2: <i>Oedipus The King, Part II</i> pp. 703-727 <ul style="list-style-type: none"> ○ Optional: Novel reading
<p>Week 10 Final</p> <p>Option 1: Performance Task: Nonfiction Narrative Essay pp.728-733</p> <p>Option 2: Novel Study- Test or Final Essay on <i>The Great Gatsby</i> by F. Scott Fitzgerald</p>

The Great Gatsby

F. Scott Fitzgerald

ABOUT THE AUTHOR

Like the narrator of *The Great Gatsby*, F. Scott Fitzgerald grew up in the Midwest and went to college in the East. Fitzgerald was born in Minnesota in 1896, attended Princeton University, and served in the army during World War I, although he did not see any military action. While stationed in Alabama during the war, he met and married Zelda Sayre. In the 1920s, he and Zelda were a glamorous, internationally celebrated couple. They spent their time entertaining wealthy friends at parties in Paris, New York City, and nearby Long Island. To support this extravagant lifestyle, Fitzgerald wrote a series of popular novels and stories in the 1920s. He was disappointed by the sales of *The Great Gatsby*, published in 1925, but today the novel is considered a modern masterpiece. In the 1930s, Zelda began to suffer from an incurable mental illness, and in 1937 Fitzgerald went to work as a screenwriter in Hollywood to pay bills and medical expenses for her. His final novel, *The Love of the Last Tycoon*, is about Hollywood.

BACKGROUND

The Great Gatsby vividly evokes American life in the 1920s, the era that began following World War I and ended with the Great Depression in 1929. This time is often referred to as “The Jazz Age” or “The Roaring Twenties.” Young people of the time felt a new sense of freedom, inspired by popular music, prosperity, and the availability of automobiles. Movies and radio shows gained popularity, and flashy cars became a symbol of wealth. People like Jay Gatsby, the central figure in Fitzgerald’s novel, dreamed of get-rich-quick schemes. Many Americans were preoccupied with making and spending money, and there was little concern for the welfare of the poor. Intolerance toward minorities—ethnic, religious, and racial—was widespread. New laws restricted immigration, while political corruption and organized crime also helped define the era. With the stock market crash of 1929, however—in the words of Fitzgerald—“the party was over.”

QUICK GUIDE

As you read *The Great Gatsby*, keep these literary elements in mind:

- **CHARACTERIZATION** is the way or ways in which a writer reveals information about his or her characters. In **direct characterization**, the writer makes direct statements about a character’s personality. In **indirect characterization**, the writer suggests characteristics by describing what the character says and does or how other characters respond to him or her. Notice how Fitzgerald uses both these techniques to create a vivid impression of the mysterious Jay Gatsby.
- **POINT OF VIEW** is the perspective from which a story is told. In **first-person point of view**, the narrator is one of the characters in the story. Notice how the reader’s view of the story is shaped by its narrator, Nick Carraway.
- **NARRATIVE STRUCTURE** refers to how a work of fiction is organized. Notice how Fitzgerald uses **flashbacks** to fill in the reader’s knowledge of Jay Gatsby’s past.
- A **SYMBOL** is a person, place, or thing that stands for something other than itself. Notice references to “the green light” and “the eyes of T. J. Eckleburg.” Look for their symbolic meanings.
- A novel’s plot centers on **external conflicts**, in which characters confront other people or outside forces, and **internal conflicts**, which occur within the characters’ minds. As you read, ask yourself what each character wants most—and who or what is stopping that character from achieving those goals.

- A THEME is an insight about life conveyed in a work of literature. Ask yourself what ideas *The Great Gatsby* conveys about the American Dream, the importance of money, and the difference between reality and illusion.

VOCABULARY

1. **feigned** *v.* put on a false appearance; pretended
2. **levity** *n.* lightheartedness; lack of seriousness
3. **contiguous** *adj.* touching, especially along a line or border
4. **apathetically** *adv.* listlessly; indifferently
5. **hauteur** *n.* haughty or arrogant manner
6. **incessant** *adj.* continuous
7. **affectation** *n.* artificial way of acting or speaking, especially to impress others
8. **punctilious** *adj.* attentive to formality or proper behavior
9. **evasions** *n. pl.* acts of avoiding something
10. **incredulous** *adj.* unable to believe; showing disbelief
11. **counterfeit** *n.* imitation of something genuine that is meant to deceive people
12. **exultation** *n.* triumphant joy
13. **conceits** *n. pl.* fanciful thoughts
14. **pervading** *v.* spreading throughout
15. **lethargic** *adj.* sluggish
16. **row** *n.* noisy quarrel, fight, or disturbance
17. **tangible** *adj.* capable of being touched
18. **unscrupulous** *adj.* showing no regard for what is right or wrong
19. **inquest** *n.* legal inquiry made to determine the cause of a death
20. **deranged** *adj.* made insane

CHAPTERS I–II

Discussion Questions

1. Where is West Egg? What does the narrator say is the difference between West Egg and East Egg?
2. What does the narrator say directly about Tom’s character?
3. What does the narrator suggest about Daisy’s character when he says her voice was like “a whispered ‘Listen,’ a promise that she had done gay, exciting things”?

4. What is the “valley of ashes” that Tom and Nick pass on the train? What are the “eyes of Doctor T. J. Eckleburg” that watch over it?
5. Explain the lie that Tom has told Myrtle and what Tom finally does to Myrtle. What does Tom’s behavior show about his character?

WRITING ACTIVITY In one or two paragraphs, explain the narrator’s characterization of himself. What does Nick say directly about himself? What do we learn about him through his actions and from how other characters relate to him?

CHAPTER III

Discussion Questions

1. At Gatsby’s party, some girls say that Gatsby had connections to Germany during the war and that he killed a man. Why does Nick call this report “romantic speculation”?
2. What is similar about Gatsby’s party and the party Nick attends at Myrtle’s?
3. How does the novel’s first-person point of view affect what the reader knows about Jordan and Gatsby?
4. Explain Nick’s confusion about who is responsible for the car accident outside Gatsby’s party.

WRITING ACTIVITY Nick, the narrator of *The Great Gatsby*, is an outsider who doesn’t really belong to the social circle he is describing. In a paragraph, explain the advantages and disadvantages of using an outsider as a narrator.

CHAPTER IV

Discussion Questions

1. Why do you think Nick writes down the names of the people who come to Gatsby’s parties?
2. Why does Nick start believing some of the stories that Gatsby tells about his life?
3. Jordan tells Nick a story about Daisy and Gatsby’s past. What does Nick learn from

this flashback?

4. What is the secret message that Gatsby conveys to Nick through Jordan?

WRITING ACTIVITY In a paragraph, explain Gatsby’s motivation, or reason, for buying a mansion in West Egg and having big parties.

CHAPTERS V–VI

Discussion Questions

1. Describe the meeting between Gatsby and Daisy at Nick’s house.
2. What might the green light at the end of Daisy’s dock have symbolized for Gatsby?
3. Does Nick think that Gatsby’s love for Daisy is realistic or an illusion? Explain.
4. What is revealed about Gatsby in the flashback about “James Gatz”?

WRITING ACTIVITY In one or two paragraphs, predict what you think will happen between Gatsby and Daisy. Use details in Chapters V and VI to support your prediction.

CHAPTER VII

Discussion Questions

1. Why do you think Tom wants to drive Gatsby’s car into the city?
2. Gatsby says that Daisy’s voice is “full of money.” What does this comment suggest about Daisy’s symbolic importance to him?
3. In the hotel room, what internal conflict causes Daisy to refuse Gatsby? How does her social position contribute to her decision to stay with Tom?

4. What external conflict do Daisy and Tom face after Myrtle is killed in the traffic accident?

WRITING ACTIVITY Write a paragraph in which you summarize how the life of each major character changes significantly during the course of Chapter VII.

CHAPTERS VIII–IX

Discussion Questions

1. In the flashback about Daisy and Gatsby’s early romance, what is revealed about why Daisy married Tom? What does her decision show about her character?
2. In Chapter VIII, what do the “eyes of T. J. Eckleburg” seem to symbolize for George Wilson?
3. What happens to Gatsby at the end of the novel? Why?
4. What insight about the effects of living with illusions does Gatsby’s fate suggest?
5. Nick says that “Gatsby had come a long way to this blue lawn and his dream must have seemed so close that he could hardly fail to grasp it.” What general insight does the author suggest about the American Dream of success?

WRITING ACTIVITY In one or two paragraphs, briefly describe Nick’s final judgments of Tom and Daisy. How do these judgments reflect how Nick has changed since the beginning of the novel?

PULLING IT ALL TOGETHER

WRITING Write a personal response to *The Great Gatsby* in which you describe your reaction to the character of Jay Gatsby and his fate. Is Gatsby an innocent victim, a foolish dreamer, a guilty imposter? Use details from the novel to support your response.

ROLE PLAY With a partner, role-play the conversation that Daisy and Gatsby might have had after Nick left the room in Chapter V or the conversation that Daisy and Tom might have had after the fatal traffic accident in Chapter VII. Perform your role play for the class.

SENSITIVE ISSUES

In writing about race and ethnicity, Fitzgerald occasionally used terms that are considered offensive today. Most of the characters in the book, excluding Gatsby, are heavy drinkers, and there are numerous scenes that describe alcohol consumption. The novel relates the effects of an extramarital affair, although there are no explicit sexual references. Students may be concerned about the hit-and-run accident that results in Myrtle’s death or about Gatsby’s murder and Wilson’s suicide.

Name:

Date:

TRADE BOOK TEST

The Great Gatsby

F. Scott Fitzgerald

A. Thinking About *The Great Gatsby*

Choose the best answer.

1. Which of the following characters has never seen or known Nick before the story begins?
 - a. Daisy
 - b. Tom
 - b. Jordan
 - d. Gatsby

2. The first rumors Nick hears about Gatsby are that Gatsby is a(n)
 - a. stock broker.
 - b. war veteran.
 - c. bootlegger.
 - d. Oxford man.

3. At the beginning of the story, Tom takes Nick to New York to see
 - a. Jordan.
 - b. Myrtle.
 - c. George Wilson.
 - d. Mr. McKee.

4. Which circumstance after one of Gatsby's early parties seems significant in light of the book's climax, during which Myrtle is killed?
 - a. Everyone at the party is drunk.
 - b. There is a car accident for which the man from the library is not to blame.
 - c. Nick hears rumors about Gatsby's connections to Germany.
 - d. The books in Gatsby's library are found to be uncut.

5. Why does Gatsby offer to help Nick make some money?
 - a. He knows Nick is rather poor.
 - b. He wants Nick to get his lawn cut.
 - c. He wants Nick to invite Daisy to tea.
 - d. He wants him to become a bootlegger.

Name:

Date:

6. Which of the following symbolizes Gatsby's desires for Daisy and for success?
 - a. Gatsby's "gorgeous" automobile
 - b. the green light on Daisy's dock
 - c. the eyes of T. J. Eckleburg
 - d. East Egg

7. Why does Daisy decide to stay with Tom, even though she has admitted to Tom that she loves Gatsby?
 - a. Tom threatens her with violence.
 - b. Gatsby seems to no longer love her.
 - c. Tom makes Gatsby seem unsavory.
 - d. Jordan persuades her to stay with Tom.

8. What confusion about cars is central to the story's climax?
 - a. Gatsby drives Tom's car instead of his own.
 - b. Tom takes Gatsby's car, but Daisy drives it.
 - c. Jordan and Daisy take Tom's car, and Daisy drives it.
 - d. Gatsby takes his car, but Daisy drives it.

9. After the car accident, Gatsby hovers around Daisy and Tom's house in order to
 - a. see if Daisy will return to him.
 - b. make sure Tom doesn't hurt Daisy.
 - c. arrange an alibi with Daisy.
 - d. wait and switch his car with Tom's.

10. Why do Nick's thoughts turn to the Midwest after Gatsby's funeral?
 - a. The place of his past seems safer.
 - b. He is thinking of Gatsby's childhood.
 - c. He feels they were all "Westerners."
 - d. all of the above

B. Recognizing Literary Elements and Techniques

Answer each question below with the best term from the following list: *indirect characterization*, *internal conflict*, *flashback*, *first-person point of view*, *symbol*.

11. "The white palaces of fashionable East Egg glittered along the water" demonstrates which literary element? Explain your answer.
-

Name:

Date:

12. Which literary technique is used in the following passage?

“I married him because I thought he was a gentleman . . . I thought he knew something about breeding but he wasn’t fit to lick my shoe.”

13. Which literary element is suggested by Daisy’s decision to stay with Tom rather than go with Gatsby?
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14. Through which literary technique does the reader come to know how Daisy and Gatsby first met and what the circumstances were when Daisy decided to marry Tom?
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15. Which literary technique is used in this description?

It was a matter of chance that I should have rented a house in one of the strangest communities in North America.

C. Essay Questions

Write your answers in the space provided. Continue on another page if necessary.

16. What does Nick think about Tom and Daisy by the end of the story? How are they tied in with the theme of money in the story? Give an example from the text that supports your response.
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17. After Nick says Gatsby can’t expect too much of Daisy, Gatsby replies with the following words: “Can’t repeat the past?” he cried incredulously. “Why of course you can!” How could Gatsby’s response be used to illustrate the book’s insights about illusion, time, and money?
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18. Choose a symbol from the story—for example, the green light, the eyes of T. J. Eckleburg, East Egg and West Egg, or cars. Explain what the symbol stands for, cite several examples from the book in which the symbol is used, and discuss why the ideas the symbols represent are important to the story.
-