

10th Grade Honors Curriculum Map, Unit 1

2017-2018

updated 8/11/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#),

Unit Summary: A Gathering of Voices that Still Sound (Literature of and about early America)

This inquiry-based unit focuses on fiction and nonfiction literature and how writers characterize what motivates early Americans and how those motivations are still prevalent in today's society. Through selected readings, students will recognize and explore the internal and external conflicts that have contributed to the motivations behind various American cultures. Students will examine the essence of culturally diverse experiences through what the writers include and exclude in their writings. This will allow students to gather knowledge to prepare them to write a literary analysis. Students will engage in annotated close readings in order to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as tone, rhetoric, imagery, symbolism, and theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and writing an expository essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

What has shaped the creation and evolution of American identity and American literature?

What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it?

How does genre reflect American society?

How do the values of our past influence society and literature today?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Summer Reading (7%):** Expository Essay (3%) Summer work (*benchmark pre-assessment for writing)
2. **Writing Workshop (15%):** Literary Analysis (modeled after a whole-group literary analysis of a summer reading selection)
3. **Inquiry-based Performance Assessment (15%):** Analysis of the whole-class independent reading selection/Socratic Seminar.
4. **Vocabulary (10%):** 60 words from Shostak textbooks, Level F (Units 1-3)

Formative Assessments (Classwork & Homework = 15%; Quizzes = 35%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Benchmark Pre-Assessment for Reading: Nonfiction text (MC & OE responses paired with visual text = 0%)

Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – *Native American creation myths, Bradford, Bradstreet, Edwards, Douglass, Henry, Franklin, Paine, Equiano*

Long Fiction/Nonfiction– *The Crucible, The Absolutely True Diary of a Part Time Indian,*

Poetry – *Taylor, Bradstreet, Wheatley, selected spoken word and contemporary*

[Suggested Independent Reading options](#)

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL/RI.10.1-2 – Theme/Central Idea: Analyze contributing factors to its development; cite textual evidence to support such analysis; analyze thematic connections in literature studied RL/RI 10.3 – Making Connections: Analysis of Characters, Conflict, Events, Theme RL/RI.10.4 Tone: Analyze word choice and use of figurative language RL.10.5 Author Choices/Style: Analysis of expository structure; : analysis of how author’s use of style helps to produce strong expository essay RL/RI.10.6 – Point of View: Analysis of personal and cultural perspectives portrayed through use of literary and rhetorical devices such as: Imagery & Figurative Language: Evaluate its effect on portrayal of events, setting, & characters Symbolism*: Analyze how it used to develop or reflect theme (*Accelerated level)</p>	<p><u>Text Types & Purposes</u> W.10.1a-f Expository Writing: An extended definition essay or compare/contrast essay that draws on the readings from the marking period. Writing Workshop: Use mentor texts* to note structure of definition or compare/contrast essay; use notebook entries to make connections among texts in this unit; include a thesis statement and textual evidence; demonstrate effective use of sentence structure & word choice W10.4, W.10.5, & W.10.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.10.10 -- Portfolio Reflections</p> <p><u>Research to Build & Present Knowledge</u> W.10.9 -- Use evidence from readings to support literary analysis</p> <p><u>*Suggested Mentor Texts</u> Definition: “What is Crime?” by L.M. Friedman; “The Company Man” by E. Goodman and more in <i>Models for Writers</i> p 444-460; “The Optimistic Generation:” by K. Willey; “On Being a Cripple” by N. Mairs, &more in <i>Real Essays</i>, p. 765-781</p> <p>Compare/Contrast: “Two Ways to Belong in America” by B. Mukherjee; “The Lean and Hungry Look” by S. Britt; “Who Says a Woman Can’t Be Einstein,” by A. Ripley & more in <i>Models for Writers</i> p 483-516 & <i>Real Essays</i> p. 782-796.</p>	<p><u>Comprehension & Collaboration</u> SL.10.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.10.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the connections of characters, events, conflicts to the development of identity, the author’s use of tone, symbolism, imagery SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u> L.10.3, L.10.5 – Demonstrate understanding of literary devices and figurative language; use figurative language purposefully in narrative writing.</p> <p>L.10.1, L.10.2 - Demonstrate understanding of dialogue and use appropriately in narrative writing.</p> <p><u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading RL.10.10</u> Short Stories/Excerpts of Nonfiction Long Fiction/Nonfiction Mentor Texts: * see list under “Writing” Poetry & Spoken Word <u>*Independent Reading Choice:</u> Annotate for elements/devices studied in class; emphasis on tone, rhetoric, symbolism, figurative language, and/or theme.</p>	<p><u>Range of Writing W.10.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.10.4, L.10.5, L.10.6 Demonstrate understanding of parts of speech for using word variations; use context clues to determine meaning; apply words to various contexts; understand nuances of words; analyze denotation vs. connotation of words; gather vocab. knowledge independently.</p>

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Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Expository	Speaking & Listening	Language
<ul style="list-style-type: none">• Why is historical context important in studying literature?• How can a text's organizational structure help convey a speaker's meaning?• How are similar themes developed by different authors?• How do authors use characters to illuminate conflicts in society?• How is the evolution of societal values conveyed in literature?	<ul style="list-style-type: none">• How is writing style influenced by purpose?• What is the importance of structure in writing?• How does engaging in the writing process improve the quality of writing overall?• How does a writer use specific language/diction/imagery to convey mood and tone?	<ul style="list-style-type: none">• How do we effectively discuss themes and craft to create better understanding of literature & ourselves?• How do we move beyond personal bias to acknowledge another perspective?• How other perspectives influence our own views?	<ul style="list-style-type: none">• How does word choice affect a writer's message?• How are rhetorical devices used to support an author's message?• How can I vary sentence structure & how does such variety contribute to tone?

to [Standards for Learning](#)

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam; however, they are listed in the order of the units found in *Vocabulary Workshop* by Shostak, Level F.

1. approbation
2. assuage
3. coalition
4. decadence
5. elicit
6. expostulate
7. hackneyed
8. hiatus
9. innuendo
10. intercede
11. jaded
12. lurid
13. meritorious
14. petulant
15. prerogative
16. provincial
17. simulate
18. transcend
19. umbrage
20. unctuous
21. ameliorate

22. aplomb
23. bombastic
24. callow
25. drivel
26. epitome
27. exhort
28. ex officio
29. infringe
30. ingratiate
31. interloper
32. intrinsic
33. inveigh
34. lassitude
35. millennium
36. occult
37. permeate
38. precipitate
39. stringent
40. surmise
41. abominate
42. acculturation
43. adventitious
44. ascribe
45. circuitous
46. commiserate
47. enjoin
48. expedite
49. expiate
50. ferment
51. inadvertent
52. nominal
53. noncommittal

54. peculate
55. proclivity
56. sangfroid
57. seditious
58. tenuous
59. vitriolic
60. wheedle

Tier 3 VOCABULARY: Students will engage with these discipline-specific words throughout the unit:

1. Analogy
2. Irony
3. Parenthetical Citation
4. Rhetoric
5. Socratic Seminar
6. Symbolism
7. Theme
8. Tone

10th Grade Honors Curriculum Map, Unit 2

2017-2018

updated 8/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

Unit 2 Summary: A Growing Nation (Literature of the American Renaissance)

This inquiry-based unit focuses on the literary identities that were forged in American history, but still resonate in contemporary society. Students will study Native American myth, Puritanism, slave narratives, the Gothic tradition, Transcendentalism, American humor, and the Harlem Renaissance to discover how America's identity was created and how it has evolved. Students will engage in annotated close reading of a variety of fiction and non-fiction to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as conflict, diction, tone, mood, structure, and/or theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and creating a literary analysis.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

What has shaped the creation and evolution of American identity and American literature?

What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it?

How does genre reflect American society?

How do the values of our past influence society and literature today?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Mid-year Reading Benchmark (10%):** Nonfiction text (MC & OE responses paired with visual text)
2. **Writing Workshop (15%):** Literary Analysis Writing: character as it conveys/develops theme; **RL.10.3**: *Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme*
3. **Inquiry-based Performance Assessment (15%):** *Must align with standards **RL.10.7**—*Analyze how content is presented in two different artistic mediums, including what is emphasized or absent in each*
4. **Vocabulary (10%):** Cumulative MC Test; [90 words](#)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – *Ehrlich, Irving, Jefferson, Lewis, Hawthorne, Poe, Oates, Melville, Emerson, Thoreau,*

Long Fiction/Nonfiction– *Our Town, Moby Dick,, Leaves of Grass, Spoon River Anthology*

Poetry – *Longfellow, Bryant, Holmes, Emerson, Dickinson, Whitman*

[Suggested Independent Reading Options](#)

10th Grade Honors Curriculum Map, Unit 2

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RL/RI.10.1-2 – Theme/Central Idea: Analyze author’s message about a particular identity and how it reflects/contributes to American identity; evaluate how the theme is developed; cite textual evidence to support analysis</p> <p>RL.10.3 – Conflict: Analyze development of characters as reflective of various versions of American identity</p> <p>RL/RI.10.4 Tone: Use of Language: Analyze cumulative impact of word choice & connotative meanings; analyze effect of figurative language and literary devices.</p> <p>RL/RI.10.5 Text Structure: Analyze author’s choices in structure to produce mood & reflect genre; emphasis on relationships among events, episodes, paragraphs and/or portions of text</p> <p>RL.10.7 – Subject in Two + Mediums: Analyze how content is presented in two different artistic mediums, including what is emphasized or absent in each</p>	<p><u>Text Types & Purposes</u> W.10.2 a-e – Literary Analysis Writing: Reflecting on and describing a personal incident that defines one’s personal identity</p> <p>Writing Workshop: Use mentor texts* to study structure of explanatory writing, powerful word choice, and use of rhetorical devices to develop main ideas; use notebooks entries to make connections among texts in this unit. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W10.4, W.10.5, & W.10.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p>W.10.10 -- Portfolio Reflections</p> <p>Research to Build & Present Knowledge W.10.9 -- Use evidence from readings to support literary analysis</p> <p><u>*Suggested Mentor Texts</u> Illustrative essays from <i>Writing About Literature</i> "Candy Girl" (E. Nussbaum)</p>	<p><u>Comprehension & Collaboration</u> SL.10.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.10.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose to help scaffold speaking and listening skills, including questioning of text and of peers, as well as build on their abilities to analyze the connections of characters, events, conflicts to the development of identity, the author’s use of tone, symbolism, imagery</p> <p>SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: Based on one text that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u> L.10.1, L.10.2, L.10.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of literary devices; Demonstrate understanding of phrases, clauses to add variety.</p> <p><u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p><u>Range of Reading RL.10.10</u> Short Stories/Excerpts of Nonfiction Long Fiction/Nonfiction Mentor Texts: Poetry & Spoken Word *Independent Reading Choice: Annotate for elements/devices studied in class and/or for elements of an American literary tradition</p>	<p><u>Range of Writing W.10.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.10.4, L.10.5, L.10.6 Demonstrate understanding of parts of speech for using word variations; Use context clues to determine meaning; apply words to various contexts; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

10th Grade Honors Curriculum Map, Unit 2

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Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none">• What are the defining aspects of identity?• How do society's expectations, stereotypes, assumptions, and others' perceptions affect how we see ourselves?• How do life's disappointments and adversity shape identity?• What is the power of memory in shaping people's lives?• How do societal values affect conflict?	<ul style="list-style-type: none">• How can setting writing goals help us focus and improve as writers?• How does the purpose of an essay help determine its organization?• How can the study of mentor texts teach us about our own writing?• How do we embed textual evidence effectively?• How does engaging in the writing process improve the quality of writing overall?	<ul style="list-style-type: none">• How do we effectively discuss themes and craft to create better understanding of literature & ourselves?• How do we move beyond personal bias to acknowledge another perspective?• How do other perspectives influence our own views?	<ul style="list-style-type: none">• How does word choice affect a writer's message?• Which literary and rhetorical devices best support personal narrative writing?• How can I vary sentence structure & how does such variety contribute to tone?

to [Vocabulary list](#)

to [Standards for Learning](#)

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam; however, they are listed in the order of the units found in *Vocabulary Workshop* by Shostak, Level F.

1. affable
2. aggrandize
3. amorphous
4. archetype
5. aura
6. contraband
7. erudite
8. gossamer
9. inscrutable
10. insular
11. irrevocable
12. propensity
13. querulous
14. remonstrate
15. repudiate
16. resilient
17. reverberate
18. scurrilous
19. sedulous
20. sleazy
21. amnesty
22. autonomy
23. axiomatic
24. blazon

25. caveat
26. equitable
27. extricate
28. filch
29. flout
30. fracticious
31. precept
32. salutary
33. scathing
34. scourge
35. sepulchral
36. soporific
37. straitlaced
38. transient
39. unwieldy
40. vapid
41. anomalous
42. aspersion
43. bizarre
44. brusque
45. cajole
46. castigate
47. contrive
48. demagogue
49. disabuse
50. ennui
51. fetter
52. heinous
53. immutable
54. insurgent
55. megalomania
56. sinecure

57. surreptitious
58. transgress
59. transmute
60. vicarious

Tier 3 VOCABULARY: Students will engage with these discipline-specific terms throughout the unit, depending on the topics chosen:

ambiguity, archetype, diction, Gothic, literary analysis, mood, Puritanism, tone, Transcendentalism

10th Grade Honors Curriculum Map, Unit 3

2017-2018

updated 7/13/17

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit 3 Summary: Catalysts for Change (Literature of the Civil War through the Modern Age)

This inquiry-based unit focuses on the dramatic change in American culture and literature during a time that saw growing conflict over slavery, the devastation of Civil War, the emancipation of African Americans, the push westward and the end of the frontier and the Native American way of life, and the inception of electricity. Students will examine the internal and external conflicts that shaped the nation during and after the Civil War. Students will reflect on how these conflicts are still argued in contemporary essays. Students will engage in annotated close readings in order to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as tone, rhetoric, imagery, symbolism, and theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when researching texts and writing an expository essay.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. **Final Reading Benchmark (10%):** Nonfiction text (MC & OE responses paired with visual text)
2. **Writing Workshop (20%):** Timed Essay
3. **Inquiry-Based Performance Assessment (10%):** RI.10.9- *Analyze how an author draws on and transforms source material in a specific work.*
4. **Vocabulary (10%):** Cumulative MC Test
5. **Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%)** → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – *Bierce, Douglass, Lincoln, Lee, Twain, London, Chopin, Faulkner, Porter, Welty,, Hemingway*

Long Fiction/Nonfiction– *The Adventures of Huckleberry Finn, The Narrative of the Life of Frederick Douglass, The Awakening, The Great Gatsby,*

Poetry– *Dunbar, Robinson, Masters, Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee*

[Suggested Independent Reading Options](#)

10th Grade Honors Curriculum Map, Unit 3

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RI/RL.10.1-2 – Claim/Central Idea: Analyze author’s claim how it is developed throughout; Identify and analyze themes and main ideas connected to the American Dream; cite textual evidence to support analysis RI.10.3 – Idea/Claim Development: Analyze how an author introduces and develops ideas or claims RL/RI.10.4 Tone & Word Choice: Analyze cumulative impact of word choice & connotative meanings; analyze effect of figurative language. RI.10.5: Structure & Claim: Analyze how claims/ideas are developed with certain paragraphs, sentences, etc. RI.10.6 Point of View & Rhetoric: Determine an author’s perspective and/or purpose and analyze how (s)he uses rhetoric to achieve that purpose RI.10.8 Evaluation of Argument: analyze and evaluate arguments for claims, reason, relevance, and fallacious reasoning RI.10.9 – Historical Documents: Analyze and reflect on the American Dream as it emerges from important US documents</p>	<p><u>Text Types & Purposes</u> W.10.1 a-e – Argument Research Paper: Problem/Solution research paper that evaluates two sides of an argument and draws a conclusion based on reason and support Writing Workshop: Use mentor texts to study structure of argument writing, claims and evidence, and the use of rhetorical devices to develop claims; use notebooks entries to make connections among texts in this unit. Include rhetorical devices; demonstrate effective use of sentence structure & word choice for task, purpose, and audience W10.4, W.10.5, & W.10.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.10.10 -- Portfolio Reflections <u>Research to Build & Present Knowledge</u> W.10.9 -- Use and evaluate evidence from research to support two claims in an argument essay <u>*Suggested Mentor Texts</u> selections from American Now & Everything’s an Argument; “Disability and the Media: A Prescription for Change;” newspaper articles/editorials related to problem/solution</p>	<p><u>Comprehension & Collaboration</u> SL.10.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions. SL.10.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose, including questioning of text and of peers, as well as build on their abilities to analyze thematic connections and word choice SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: Based on one text or a text pairing that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u> L.10.1, L.10.2, L.10.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; demonstrate understanding of rhetorical devices; Identify subject/verb agreement issues <u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources</p>
<p>Range of Reading RL.10.10 Fiction/Nonfiction Argument Mentor Texts Poetry <u>*Independent Reading Choice:</u> close reading and annotation of research materials and other non-fiction</p>	<p>Range of Writing W.10.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> L.10.4, L.10.5, L.10.6 Demonstrate understanding of parts of speech for using word variations; Use context clues to determine meaning; apply words to various contexts; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

10th Grade Honors Curriculum Map, Unit 3

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Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none">• How does an author construct an argument that will influence his/her reader?• How do we evaluate the effectiveness of a speech/essay?• How do we closely read our sources to extract evidence for our claims?• How do the ideals of the American Dream emerge in early nonfiction?	<ul style="list-style-type: none">• What makes argument effective?• How do we construct an argument?• How do we incorporate multiple sources into an essay?• How do we evaluate sources for credibility? Relevance?• How do we assess two sides of an issue?	<ul style="list-style-type: none">• How do we effectively discuss an argument to better understand how its crafted?• How do we move beyond personal bias to acknowledge another perspective?• How other perspectives influence our own views?• How can we expand our thinking through discussion and analysis?	<ul style="list-style-type: none">• How are rhetorical devices used to support an author's claim?• How can I vary sentence structure & how does such variety contribute to tone?• How can parallel structure make my writing flow better?

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam; however, they are listed in the order of the units found in *Vocabulary Workshop* by Shostak, Level F.

1. austere
2. beneficent
3. cadaverous
4. concoct
5. crass
6. debase
7. desecrate
8. disconcert
9. grandiose
10. inconsequential
11. infraction
12. mitigate
13. pillage
14. prate
15. punctilious
16. redoubtable
17. reprove
18. restitution
19. stalwart
20. vulnerable
21. acrimonious
22. bovine

23. consternation
24. corpulent
25. disavow
26. dispassionate
27. dissension
28. dissipate
29. expurgate
30. gauntlet
31. hypothetical
32. ignoble
33. impugn
34. intemperate
35. odium
36. perfidy
37. relegate
38. squeamish
39. subservient
40. susceptible
41. abate
42. adulation
43. anathema
44. astute
45. avarice
46. culpable
47. dilatory
48. egregious
49. equivocate
50. evanescent
51. irresolute
52. nebulous
53. novice
54. penury

55. pretentious
56. recapitulate
57. resuscitate
58. slovenly
59. supposition
60. torpid

Tier 3 VOCABULARY: Students will engage with these discipline-specific terms throughout the unit:

allusion, analogy, characterization, connotation/denotation, motifs, parenthetical citations, persuasive appeals (ethos, pathos, logos), rhetorical devices (ex. anaphora, antithesis, parallelism, repetition, etc.), rebuttal, symbolism, thesis

10th Grade Honors Curriculum Map, Unit 4

2017-2018

updated Summer 2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4 Vocabulary](#)

Unit 4 Summary: New Voices, New Frontiers

This inquiry-based unit continues to examine the bold new literary voice first introduced in unit 3. Among other things, the expansion of American cities, World War I, the Depression and the New Deal, and World War II affected how writers thought about themselves and the world, and shaped many of the themes of the age. The values, attitudes, and ideas that grew from these events were disillusionment with old ideas and ideals, wider cultural awareness, and greater democratization. Students will examine how these new forces were expressed in literature, including through experimentation with new literary approaches and techniques, the incorporation of art from around the world, an increased role of women and African Americans in American literary life, and the disregard of long-held rules of literature. Furthermore, students will engage in annotated close readings in order to cultivate critical reading and garner text evidence to support literary analysis; complete an independent reading assignment that requires analysis of elements pertinent to this unit of study, such as tone, rhetoric, imagery, symbolism, and theme; participate in collaborative activities, including Socratic seminar discussions, to analyze texts and build speaking and listening skills; investigate meanings and the use of language to expand their vocabulary; and write regularly in Writer's Workshop assignments that include the study of mentor texts, that promote effective use of language, and that require reflections on progress when writing a historical narrative.

Essential Questions:

These questions establish inquiry to unify the unit's assignments and assessments.

How does one's upbringing, culture and/or environment impact his/her identity as an American?

How does one manage the difference between the identity (s)he creates and the one society assigns?

What has shaped the creation and evolution of American identity and American literature?

What impact does historical, cultural, geographical, and social context have on a literary piece and on the reactions of readers to it?

Assessments:

Summative/Performance Assessments (Tests/Essays/ Projects = 50%)

1. Writing Workshop (10%): Historical Narrative
2. Inquiry-based Performance Assessment (20%): TBD RI.10.7 -*Analyze various accounts of a subject told in different mediums.*
3. Vocabulary (10%): Cumulative MC Test
4. Teacher's Choice (10%)

Formative Assessments (Classwork & Homework = 20%; Quizzes = 30%) → *These assignments must measure performance progress toward unit goals for close reading, Writing Workshop, collaborative & seminar discussions, and language development (vocabulary & grammar).*

Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – Fitzgerald, Hemingway, Faulkner, Steinbeck, Porter, Welty

Long Fiction/Nonfiction– *A Raisin in the Sun*, *The Bell Jar*, *A Streetcar Named Desire*, *Fences*

Poetry – Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee

[Suggested Independent Reading Options](#)

10th Grade Honors Curriculum Map, Unit 4

2017-2018

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p>Key Ideas & Structure Close Readings/Annotations RI/RL.10.1-2 – Theme/Central Idea: Analyze the development of a theme or central idea, including how it is affected by character actions, plot events, etc. . .</p> <p>RL.10.3 – Character & Conflict: Analyze characters, their development, interactions/conflicts, and motivations</p> <p>RL/RI.10.4 Tone & Word Choice: Analyze cumulative impact of word choice & connotative meanings; analyze effect of figurative language.</p> <p>RL.10.5: Structure, Order, Time: Analyze the choices an author makes to order events and manipulate time within a text</p> <p>RI.10.6 Point of View: Analyze a particular cultural experience and its impact on the feasibility of the American Dream</p> <p>RL/RI.10.9: Similar Themes Across Texts: Analyze how two or more texts address similar themes or topics.</p>	<p>Text Types & Purposes W.10.3a-e – Historical Fiction: research-based with Endnotes page; maintain flow of ideas through information integration (W.10.8); use of 2-3 sources (W.10.7)</p> <p>Writing Workshop: Use mentor texts to study structure of narrative fiction writing, including how the author incorporates historically-relevant information; use notebooks entries to make connections among texts in this unit. Include narrative techniques; demonstrate effective use of sentence structure & word choice for task, purpose, and audience</p> <p>W.10.4, W.10.5, & W.10.6 -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics. W.10.10 -- Portfolio Reflections</p> <p>Research to Build & Present Knowledge W.10.9 -- Use and evaluate evidence from research to evaluate author’s use of sources.</p>	<p>Comprehension & Collaboration SL.10.1a & b – Review of Socratic Seminar Procedures: preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p>SL.10.1a -- *Mini- Seminars: Engage students in partner and small-group discussions that focus on a single question/goal/purpose, including questioning of text and of peers, as well as build on their abilities to analyze thematic connections and word choice</p> <p>SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: Based on one text or a text pairing that allows for rich discussion that cultivates responses to essential questions; Consider diverse perspectives and respond thoughtfully to peers; paraphrase and summarize ideas of others; set individual and group goals</p> <p>Click here for suggested texts.</p>	<p>Conventions of Standard English L.10.1, L.10.2, L.10.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; fix subject/verb agreement issues</p> <p>Knowledge of Language L.10.3a -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources rd</p> <p>Word Acquisition & Knowledge L.10.4a-c – use context, word patterns, and reference materials to understand the pronunciation and precise meanings of words</p> <p>L.10.5a-b – Interpret figurative language and its role in the text; analyze word nuances</p>
<p>Range of Reading RL.10.10 Short Nonfiction Long Fiction/Nonfiction Mentor Texts: Poetry *Independent Reading Choice: Annotate for elements/devices studied in class and/or for elements of an the American Dream</p>	<p>Range of Writing W.10.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p>Presentation of Knowledge & Ideas SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p>Vocabulary Acquisition & Use L.10.4, L.10.5, L.10.6 Demonstrate understanding of parts of speech for using word variations; Use context clues to determine meaning; apply words to various contexts; understand nuances of words; analyze denotation vs. connotation of words; gather vocabulary knowledge independently.</p>

10th Grade Honors Curriculum Map, Unit 4

2017-2018

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none">• How can we annotate a text with purpose?• How does the author introduce and develop conflict?• How do characters reveal theme or big ideas?• How does an author weave historically accurate elements into a piece of fiction?	<ul style="list-style-type: none">• How can we incorporate a historical time period in subtle ways?• How does historical context affect a piece of writing?• How do we balance the fiction & non-fiction elements of historical narrative?• How do we incorporate research into narrative?	<ul style="list-style-type: none">• How can multiple perspectives enhance our understanding of an idea?• How do we move beyond personal bias to acknowledge another perspective?• How do our personal experiences influence our own views?• How can we expand our thinking through discussion and analysis?	<ul style="list-style-type: none">• How can I vary sentence structure & how does such variety contribute to tone?• How can parallel structure make my writing flow better?• How can making connections help me better understand new vocabulary?

to [Vocabulary list](#)

to [Standards for Learning](#)

Tier 2 VOCABULARY: Students will engage in focused study of the following words as they are embedded in reading and writing instruction. The following words may be taught in any order throughout the marking period in preparation for the cumulative exam; however, they are listed in the order of the units found in *Vocabulary Workshop* by Shostak, Level F.

1. accrue
2. annotation
3. bedlam
4. covert
5. debonair
6. dun
7. efficacious
8. equanimity
9. fortuitous
10. gist
11. gratuitous
12. imperious
13. invective
14. motley
15. munificent
16. procrastinate
17. provocative
18. recondite
19. reprobate
20. sedentary
21. abstemious
22. censurable

23. contingent
24. corroborate
25. denizen
26. discursive
27. disseminate
28. dowdy
29. florid
30. foist
31. gauche
32. heresy
33. inculcate
34. palpable
35. perceptive
36. pernicious
37. salient
38. satiate
39. sear
40. specious
41. absolve
42. caricature
43. clangor
44. contiguous
45. cupidity
46. deleterious
47. enhance
48. enthrall
49. extenuate
50. implicit
51. incisive
52. inimical
53. ostentatious
54. paragon

55. politic
56. prosaic
57. redundant
58. sanctimonious
59. scintillating
60. winsome

Tier 3 VOCABULARY: Students will engage with these discipline-specific terms throughout the unit:

analogy, free verse, imagery, metaphor, point-of-view, style, synecdoche, tone, voice