

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%):** Analysis of essays and speeches for elements of argument to prepare for argument, including seminal works in US history & TED Talks. to align with **RI.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*
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](#)

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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 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 <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>

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