

# 10th Grade Curriculum Map, Unit 3

2017-2018

updated 6/13/2017

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

## Unit 3 Summary: Argument & The American Dream

This inquiry-based unit focuses on the relationship between success and the American Dream and explores the extent to which the definition of success is reliant on culture, environment, experience, and perspective. Students will study and analyze non-fiction and argument texts, including historical documents, engaging in annotated close readings of these texts in order to continue to build critical reading skills, understand the American Dream, and prepare to write an argument research paper. Students will also complete an independent reading assignment that requires analysis of argument, specifically assessing the evidence on two sides of an argument; 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 argument research paper.

### Essential Questions:

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

- |   |  |
|---|--|
| How do we define success and the American Dream?  | How is success linked to the pursuit of happiness? |
| How do authors use rhetoric to convey their version of the American Dream?                      | How can one achieve the American Dream?            |
| How can writing be used (or how do authors use) argument to effect change?                      |  |
| How does culture, society, or environment shape or define an individual's pursuit of happiness? |  |

### 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%):** Argument Writing: problem/solution with analysis & evaluation of two different solutions; on current topics in the community or societal issues in literature
3. **Inquiry-Based Performance Assessment (10%):** Analysis of 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; [2A: 120 words](#); [2CP: 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** - "Winter Dreams" (Fitzgerald), "The Turtle" excerpt from *Grapes of Wrath*, "Speech to the Virginia Convention" (Henry), "Declaration of Independence," from *The American Crisis*, *Common Sense* (Paine), excerpts from Benjamin Franklin's autobiography, JFK's Inaugural Address, "American Dream" from *Identities and Issues in Literature* (see curriculum document for additional texts)

**Long Fiction/Nonfiction**- *The Great Gatsby*, *The Death of a Salesman*, *Of Mice and Men* Independent Reading Options (see curriculum document for suggestions)

**Poetry** - "The New Colossus" (Lazarus), "We Wear the Mask" (Dunbar), "Richard Cory" (Robinson), "Dust Bowl Blues" (Guthrie), "I Hear American Singing" paired with "I, too, Sing America"

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Multimedia – clips from *The Pursuit of Happiness*, *Kingfisher*, *Pleasantville*, and/or *The Soloist*

[Suggested Independent Reading Options](#)

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<p><u>Key Ideas &amp; Structure</u>  <b>Close Readings/Annotations</b>  <b>RI/RL.10.1-2 – Claim/Central Idea:</b>                      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  <b>RI.10.3 – Idea/Claim Development:</b>                      Analyze how an author introduces and develops ideas or claims  <b>RL/RI.10.4 Tone &amp; Word Choice:</b>                      Analyze cumulative impact of word choice &amp; connotative meanings; analyze effect of figurative language.  <b>RI.10.5: Structure &amp; Claim:</b> Analyze how claims/ideas are developed with certain paragraphs, sentences, etc.  <b>RI.10.6 Point of View &amp; Rhetoric:</b>                      Determine an author’s perspective and/or purpose and analyze how (s)he uses rhetoric to achieve that purpose  <b>RI.10.8 Evaluation of Argument:</b>                      analyze and evaluate arguments for claims, reason, relevance, and fallacious reasoning  <b>RI.10.9 – Historical Documents:</b> Analyze and reflect on the American Dream as it emerges from important US documents</p>	<p><u>Text Types &amp; Purposes</u>  <b>W.10.1 a-e – Argument Research Paper:</b>                      Problem/Solution research paper that evaluates two sides of an argument and draws a conclusion based on reason and support   <b>Writing Workshop:</b> 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 &amp; word choice for task, purpose, and audience   <b>W.10.4, W.10.5, &amp; W.10.6 --</b> Write, revise, and edit a rough draft for content and organization, grammar and mechanics.  <b>W.10.10 --</b> Portfolio Reflections   <u>Research to Build &amp; Present Knowledge</u>  <b>W.10.9 --</b> Use and evaluate evidence from research to support two claims in an argument essay   <u>*Suggested Mentor Texts</u>                      selections from American Now &amp; Everything’s an Argument; “Disability and the Media: A Prescription for Change;” newspaper articles/editorials related to problem/solution</p>	<p><u>Comprehension &amp; Collaboration</u>  <b>SL.10.1a &amp; b – Review of Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.   <b>SL.10.1a -- *Mini- Seminars:</b> 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   <b>SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar:</b> 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   <a href="#">Click here for suggested texts.</a></p>	<p><u>Conventions of Standard English</u>  <b>L.10.1, L.10.2, L.10.3 --</b> 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>  <b>L.10.3a --</b> Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources</p>
<p><u>Range of Reading</u> <b>RL.10.10</b>  <b>Fiction/Nonfiction</b>  <b>Argument</b>  <b>Mentor Texts</b>  <b>Poetry</b>  <u>*Independent Reading Choice:</u> close reading and annotation of research materials and other non-fiction</p>	<p><u>Range of Writing</u> <b>W.10.10</b>                      Writing Workshop writing process, including reflections (portfolio)                      Responses to Literature                      Open-ended Questions                      Annotations</p>	<p><u>Presentation of Knowledge &amp; Ideas</u>  <b>SL.10.4</b>                      Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><u>Vocabulary Acquisition &amp; Use</u>  <b>L.10.4, L.10.5, L.10.6</b>                      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</p>

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vocabulary knowledge independently.

### Sample Essential Questions for Lesson Planning

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

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.

1. Alacrity
2. Allocate
3. Ambivalent
4. Aspire
5. Assent
6. Asset
7. Assiduous
8. Attainment
9. Charisma
10. Clandestine
11. Comprise
12. Conclusive
13. Concur
14. Condescend
15. Conducive
16. Conversely
17. Copious
18. Corroborate
19. Craven
20. Deviate
21. Digress
22. Discrepancy
23. dissent/ dissension
24. Duress
25. Explicate
26. Extraneous
27. Facsimile

28. Feasible
29. Fortitude
30. Hackneyed
31. Implausible
32. Jeopardize
33. Misconstrue
34. Nullify
35. Obsolete
36. Platitude
37. Pragmatic
38. Prowess
39. Punitive
40. Qualm
41. Quandary
42. Redress
43. Redundant
44. Reiterate
45. Relentless
46. Remiss
47. Renegade
48. Renounce
49. Reputable
50. Retribution
51. Scrupulous
52. Scrutiny
53. Speculate
54. Stultify
55. Tangible
56. Tentative
57. Venture
58. Verbatim
59. Vivacious
60. Whet

Click here for MP 3 cumulative word lists:

[English 2A](#)  
[English 2CP](#)

**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