

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 = 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).*

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>

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