

10th Grade Curriculum Map, Unit 1

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 1 Vocabulary](#)

Unit Summary: The American Experience: Individual Identity

This inquiry-based unit focuses on fiction and nonfiction narratives and how writers make sense of the past. The narrative genre helps us figure out who we are and why and how we've shaped that identity. Through selected readings, students will recognize and explore the triumphs and the obstacles that come with growing up and becoming oneself. They 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 an expository essay. 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.

How is one's identity shaped?

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

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

Assessments:

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

- 1. Summer Reading (10%):** Expository Essay (**benchmark pre-assessment for writing*)
- 2. Writing Workshop (15%):** Expository Essay: Definition or Compare/Contrast: ex: What does it mean to be American? OR How does one's culture impact his/her identity? Compare/contrast at least two different cultural experiences to develop your response.
- 3. Inquiry-based Performance Assessment (15%):** *Analysis of short essays, short stories, summer reading -- various cultures / American perspectives to align with **RL10.6/RI 10.6**: Analyze a particular point of view or cultural experience/Determine author's pov and analyze how he/she uses rhetorical devices to advance it*
- 4. Vocabulary (10%):** [60 Marking Period 1 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).*

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

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Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – Excerpts *Black Boy*, *War Dances*, *Ten Little Indians*, *Blasphemy*, *Woman Hollering Creek*, “My Bondage and My Freedom,” “The Interesting Narrative of ... Olaudah Equiano”; Sojourner Truth; “Daughter of Invention”; “The Story of an Hour”; “Rules of the Game”; “Mother Tongue”; “For the Love of Books”; “Straw into Gold...”; “A Worn Path”

Long Fiction/Nonfiction– *The House on Mango Street*; *Into the Wild*; *The Joy Luck Club*; *The Bell Jar*; *The Secret Life of Bees*; *The Autobiography of an Ex-Colored Man*; *Soloist*, *Catcher in the Rye*

Poetry – Emily Dickinson, Langston Hughes, Sylvia Plath, Anne Sexton, Naomi Shihab Nye, Walt Whitman, “Legal Alien” (Mora), Spoken Word – “Knock, Knock,” “For the Bullied & the Beautiful,” “If I Should Have a Daughter”

[Suggested Independent Reading options](#)

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 Research to Build & Present Knowledge W.10.9 -- Use evidence from readings to support literary analysis <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><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><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. L.10.1, L.10.2 - Demonstrate understanding of dialogue and use appropriately in narrative writing. <u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>
	<p>Compare/Contrast: “Two Ways to Belong in</p>	<p>Click here for suggested texts.</p>	

[Back to top](#)

10th Grade Curriculum Map, Unit 1

2017-2018

<p>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>Range of Reading RL.10.10 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>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 vocab. knowledge independently.</p>

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Expository	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](#)

[Back to top](#)

10th Grade Curriculum Map, Unit 1

2017-2018

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. Abhor
2. Acclimate
3. Alienate
4. Altruistic
5. Augment
6. Benefactor
7. Benevolent
8. Brash
9. Coerce/Coercion
10. Commend
11. Contemplate
12. Covet
13. Depict
14. Deride
15. Diffident
16. Divulge
17. Dwindle
18. Eccentric
19. Escalate
20. Exuberant
21. Exult
22. Flaunt
23. Flippant
24. Fluctuate
25. Gape

26. Garble
27. Grimace
28. Guise
29. Haughty
30. Implore
31. Infuriate
32. Ingenuous
33. Innocuous
34. Insidious
35. Intrinsic
36. Loquacious
37. Malevolent/Malevolence
38. Magnanimous
39. Mortify
40. Muse
41. Nonchalant
42. Omnipotent
43. Omniscient
44. Omnivorous
45. Placid
46. Plod
47. Pretentious
48. Profess
49. Raucous
50. Revel
51. Ruminant
52. Skulk
53. Sneer
54. Solace
55. Sonorous
56. Sophomoric
57. Squander
58. Superficial
59. Temerity

60. Vociferous

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