

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 explore 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 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 reflection 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 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](#)

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p>Key Ideas & Structure 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>Text Types & Purposes W.10.2 a-e – Literary Analysis Writing: Reflecting on and describing a personal incident that defines one’s personal identity</p> <p><i>Writing Workshop:</i> Use mentor texts* to study structure of explanatory writing, powerful word choice, and use of rhetorical devices to develop main ideas; use notebook 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>*Suggested Mentor Texts Illustrative essays from <i>Writing About Literature</i> "Candy Girl" (E. Nussbaum)</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 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>Conventions of Standard English 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>Knowledge of Language L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>
<p>Range of Reading RL.10.10 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>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>

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