

10th Grade Curriculum Map, Unit 2

2017-2018

updated 6/13/2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 2 Vocabulary](#)

Unit 2 Summary: The American Story: Our Literary Identity

This inquiry-based unit focuses on the literary identities that were forged in American history, but still resonate in contemporary society. Students will study 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 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 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 the 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).*

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Texts:

Anthology: *The American Experience*, Prentice Hall

Short Fiction/Nonfiction – *various selections from Native American mythology & literature* (Chief Joseph, S. Alexie), captivity narratives (Rowlandson); the Puritan perspective (Bradstreet, Taylor, Edwards); *slave narratives and selections from the Harlem Renaissance* (Equiano, Truth, Douglass); *American Gothic – roots of Romanticism and Dark Romanticism* (Irving, Hawthorne, Poe, O'Connor, Oates, Faulkner, Jackson); *American Humor* (Franklin, Twain, Thurber, Bryson; selections from The Onion); *Transcendentalism* (Thoreau, Emerson)

Long Fiction/Nonfiction– *The Crucible; The Scarlet Letter; Fences; A Raisin in the Sun; A Streetcar Named Desire; Into the Wild; A Farewell to Arms; excerpts from The Comic Tradition in America: An Anthology of American Humor*

Poetry – Emily Dickinson, Langston Hughes, Walt Whitman, Spoken Word

[Suggested Independent Reading Options](#)

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> 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:</p>	<p><u>Text Types & Purposes</u> W.10.2 a-e – Literary Analysis Writing: Reflecting on and describing a personal incident that defines one's personal identity</p> <p>Writing Workshop: Use mentor texts* to study structure of explanatory writing, powerful word choice, and use of rhetorical devices to develop main ideas; use notebooks entries to make connections among texts in this unit. Include rhetorical devices; demonstrate effective use of sentence structure & word choice</p> <p>W.10.4, 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><u>*Suggested Mentor Texts</u> Illustrative essays from <i>Writing About</i></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.</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</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 literary devices; Demonstrate understanding of phrases, clauses to add variety.</p> <p><u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, and word choice; vary syntax</p>

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Analyze how content is presented in two different artistic mediums, including what is emphasized or absent in each	<i>Literature</i> "Candy Girl" (E. Nussbaum)	ideas of others; set individual and group goals	
Click here for suggested texts.			
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	Range of Writing W.10.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations	Presentation of Knowledge & Ideas SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.	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.

Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	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?

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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. Adulterate
2. Ascertain
3. Calamity
4. Capricious
5. Cogent
6. Compatible
7. Compunction
8. Concurrent
9. Contemporary
10. Crestfallen
11. Cursory
12. Dearth
13. Decipher
14. Detract
15. Discern/Discerning
16. Discriminating
17. Droll
18. Elucidate
19. Endemic
20. Esteem
21. Evoke
22. Exemplify
23. Exemplary
24. Explicit
25. Exhaustive

26. Extant
27. Formulate
28. Grotesque
29. Indelible
30. Indomitable
31. Inveterate
32. Keen
33. Loll
34. Methodical
35. Meticulous
36. Multifarious
37. Niche
38. Nostalgia
39. Obscure
40. Ominous
41. Orient
42. Perpetuate
43. Persevere
44. Precedent
45. Predominant
46. Prevalent
47. Quintessence
48. Respite
49. Revitalize
50. Sojourn
51. Somber
52. Squalid
53. Stark
54. Stipulate
55. Subsequent
56. Transcend
57. Traumatic
58. Trenchant

59. Vanguard
60. Viable

These MP 1 words:

1. Acclimate
2. Alienate
3. Benevolent
4. Coerce/Coercion
5. Disingenuous
6. Divulge
7. Dwindle
8. Eccentric
9. Escalate
10. Exult
11. Flippant
12. Fluctuate
13. Grimace
14. Guise
15. Implore
16. Innocuous
17. Insidious
18. Intrinsic
19. Loquacious
20. Magnanimous
21. Nonchalant
22. Omnipotent
23. Plod
24. Pretentious
25. Revel
26. Ruminant
27. Skulk
28. Sneer
29. Solace
30. Squander

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

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