

10th Grade Honors Curriculum Map, Unit 4

2017-2018

updated Summer 2017

QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 4 Vocabulary](#)

Unit 4 Summary: New Voices, New Frontiers

This inquiry-based unit continues to examine the bold new literary voice first introduced in unit 3. Among other things, the expansion of American cities, World War I, the Depression and the New Deal, and World War II affected how writers thought about themselves and the world, and shaped many of the themes of the age. The values, attitudes, and ideas that grew from these events were disillusionment with old ideas and ideals, wider cultural awareness, and greater democratization. Students will examine how these new forces were expressed in literature, including through experimentation with new literary approaches and techniques, the incorporation of art from around the world, an increased role of women and African Americans in American literary life, and the disregard of long-held rules of literature. Furthermore, 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 writing a historical narrative.

Essential Questions:

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

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

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

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?

Assessments:

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

1. **Writing Workshop (10%):** Historical Narrative
2. **Inquiry-based Performance Assessment (20%):** RL.10.9; RI.10.9 –*Analyze how two or more texts address similar themes or topics*
3. **Vocabulary (10%):** Cumulative MC Test
4. **Teacher's Choice (10%)**

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 – *Fitzgerald, Hemingway, Faulkner, Steinbeck, Porter, Welty*

Long Fiction/Nonfiction– *A Raisin in the Sun, The Bell Jar, A Streetcar Named Desire, Fences*

Poetry – *Eliot, Pound, Williams, Cummings, Sandburg, Frost, Hughes, McKay, Cullen, Plath, Sexton, Roethke, Lee*

[Suggested Independent Reading Options](#)

STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p>Key Ideas & Structure</p> <p>Close Readings/Annotations</p> <p>RI/RL.10.1-2 – Theme/Central Idea: Analyze the development of a theme or central idea, including how it is affected by character actions, plot events, etc . . .</p> <p>RL.10.3 – Character & Conflict: Analyze characters, their development, interactions/conflicts, and motivations</p> <p>RL/RI.10.4 Tone & Word Choice: Analyze cumulative impact of word choice & connotative meanings; analyze effect of figurative language.</p> <p>RL.10.5: Structure, Order, Time: Analyze the choices an author makes to order events and manipulate time within a text</p> <p>RI.10.6 Point of View: Analyze a particular cultural experience and its impact on the feasibility of the American Dream</p> <p>RL/RI.10.9: Similar Themes Across Texts: Analyze how two or more texts address similar themes or topics.</p>	<p><u>Text Types & Purposes</u></p> <p>W.10.3a-e – Historical Fiction: research-based with Endnotes page; maintain flow of ideas through information integration (W.10.8); use of 2-3 sources (W.10.7)</p> <p>Writing Workshop: Use mentor texts to study structure of narrative fiction writing, including how the author incorporates historically-relevant information; use notebooks entries to make connections among texts in this unit. Include narrative techniques; demonstrate effective use of sentence structure & word choice for task, purpose, and audience</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</p> <p>W.10.9 -- Use and evaluate evidence from research to evaluate author’s use of sources.</p>	<p><u>Comprehension & Collaboration</u></p> <p>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, including questioning of text and of peers, as well as build on their abilities to analyze thematic connections and word choice</p> <p>SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar: 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</p> <p>Click here for suggested texts.</p>	<p><u>Conventions of Standard English</u></p> <p>L.10.1, L.10.2, L.10.3 -- Use appropriate sentence structure to achieve purpose; use of parallelism; fix subject/verb agreement issues</p> <p><u>Knowledge of Language</u></p> <p>L.10.3a -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources rd</p> <p><u>Word Acquisition & Knowledge</u></p> <p>L.10.4a-c – use context, word patterns, and reference materials to understand the pronunciation and precise meanings of words</p> <p>L.10.5a-b – Interpret figurative language and its role in the text; analyze word nuances</p>
<p>Range of Reading RL.10.10</p> <p>Short Nonfiction</p> <p>Long Fiction/Nonfiction</p> <p>Mentor Texts:</p> <p>Poetry</p> <p>*Independent Reading Choice:</p> <p>Annotate for elements/devices studied in class and/or for elements of an the American Dream</p>	<p>Range of Writing W.10.10</p> <p>Writing Workshop writing process, including reflections (portfolio)</p> <p>Responses to Literature</p> <p>Open-ended Questions</p> <p>Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u></p> <p>SL.10.4</p> <p>Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u></p> <p>L.10.4, L.10.5, L.10.6</p> <p>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"> • How can we annotate a text with purpose? • How does the author introduce and develop conflict? • How do characters reveal theme or big ideas? • How does an author weave historically accurate elements into a piece of fiction? 	<ul style="list-style-type: none"> • How can we incorporate a historical time period in subtle ways? • How does historical context affect a piece of writing? • How do we balance the fiction & non-fiction elements of historical narrative? • How do we incorporate research into narrative? 	<ul style="list-style-type: none"> • How can multiple perspectives enhance our understanding of an idea? • How do we move beyond personal bias to acknowledge another perspective? • How do our personal experiences influence our own views? • How can we expand our thinking through discussion and analysis? 	<ul style="list-style-type: none"> • How can I vary sentence structure & how does such variety contribute to tone? • How can parallel structure make my writing flow better? • How can making connections help me better understand new vocabulary?

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. accrue
2. annotation
3. bedlam
4. covert
5. debonair
6. dun
7. efficacious
8. equanimity
9. fortuitous
10. gist
11. gratuitous
12. imperious
13. invective
14. motley
15. munificent
16. procrastinate
17. provocative
18. recondite
19. reprobate
20. sedentary

21. abstemious
22. censurable
23. contingent
24. corroborate
25. denizen
26. discursive
27. dissimulate
28. dowdy
29. florid
30. foist
31. gauche
32. heresy
33. inculcate
34. palpable
35. perceptive
36. pernicious
37. salient
38. satiate
39. sear
40. specious
41. absolve
42. caricature
43. clangor
44. contiguous
45. cupidity
46. deleterious
47. enhance
48. enthrall
49. extenuate
50. implicit
51. incisive
52. inimical

53. ostentatious
54. paragon
55. politic
56. prosaic
57. redundant
58. sanctimonious
59. scintillating
60. winsome

Tier 3 VOCABULARY: Students will engage with these discipline-specific terms throughout the unit:

analogy, free verse, imagery, metaphor, point-of-view, style, synecdoche, tone, voice