

# 10th Grade Curriculum Map, Unit 4

2017-2018

updated 6/13/2017

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

## Unit 4 Summary: Argument & The American Dream

This inquiry-based unit builds on success and the American Dream ([Unit 3](#)) by exploring whether or not the American Dream is a viable reality for Americans and immigrants. Students will closely read, annotate, and analyze fiction and nonfiction texts in order to refine critical reading and higher thinking skills. Text selections will also engage students in an examination of the American Dream, particularly in how its development and evolution is connected to or challenged by the realities Americans have faced. Students will also explore these ideas in an independent reading assignment that requires annotation and analysis as well as in researching and composing a historical narrative. In addition, students will participate in collaborative activities, including Socratic Seminar discussions, to analyze texts and refine speaking and listening skills; investigate meanings and the use of language to expand their vocabularies; 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 achieve the American Dream?**

**In what ways does the American Dream mean different things for different people?**

**How does one's background, environment, and/or opportunities affect his/her ability to achieve the American Dream?**

**Why do some people achieve the Dream when others do not?**

**How can a dream deferred affect a person?**

## Assessments:

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

- 1. Writing Workshop (10%):** Historical Narrative
- 2. Inquiry-based Performance Assessment (20%):** \*Must align with standards **RL.10.9; RI.10.9** –*Analyze how two or more texts address similar themes or topics*
- 3. Vocabulary (10%):** Cumulative MC Test; [2A: 150 words](#) ; [2CP: 100 words](#)
- 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).*

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## Texts:

**Anthology:** *The American Experience*, Prentice Hall

**Short Fiction/Nonfiction** – “Sonny’s Blues,” excerpts from Thoreau & Emerson (p 360-398), excerpts from *Immigrant Voices, Volume 2*, selections from *This I Believe I & II*, including “Do What You Love” (Hawk); “A Duty to Family, Heritage and Country” (Yu); “The Right to Fail” (Zinsser)

**Long Fiction/Nonfiction**– *The Great Gatsby, A Raisin in the Sun, The Crucible, Death of a Salesman, Of Mice & Men, The Joy Luck Club, The Glass Menagerie, Streetcar Named Desire, Fences, The Piano Lesson, Into the Wild*; see curriculum document for comprehensive independent reading list

**Multimedia Texts:** “[What happened to the American Dream](#)” (ABC News); “[Is the American Dream Still Alive?](#)” “[Famous Failures](#),” “8 Secrets of Success” (TED Talk)

**Poetry** – “A Dream Deferred” (Hughes), Social Commentary poems (p 1348-1353), “Success is Counted Sweetest” (Dickinson), “Ex-Basketball Player” (Updike), “Dream Deferred” (Hughes)

## Suggested Independent Reading Options

## STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><b>Key Ideas &amp; Structure</b></p> <p><b>Close Readings/Annotations</b></p> <p><b>RI/RL.10.1-2 – Theme/Central Idea:</b> Analyze the development of a theme or central idea, including how it is affected by character actions, plot events, etc . . .</p> <p><b>RL.10.3 – Character &amp; Conflict:</b> Analyze characters, their development, interactions/conflicts, and motivations</p> <p><b>RL/RI.10.4 Tone &amp; Word Choice:</b> Analyze cumulative impact of word choice &amp; connotative meanings; analyze effect of figurative language.</p> <p><b>RL.10.5: Structure, Order, Time:</b> Analyze the choices an author makes to order events and manipulate time within a text</p> <p><b>RI.10.6 Point of View:</b> Analyze a particular cultural experience and its impact on the feasibility of the American Dream</p> <p><b>RL/RI.10.9: Similar Themes Across</b></p>	<p><b>Text Types &amp; Purposes</b></p> <p><b>W.10.3a-e – Historical Fiction:</b> 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><b>Writing Workshop:</b> 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 &amp; word choice for task, purpose, and audience</p> <p><b>W10.4, W.10.5, &amp; W.10.6</b> -- Write, revise, and edit a rough draft for content and organization, grammar and mechanics.</p> <p><b>W.10.10</b> -- Portfolio Reflections</p> <p><b>Research to Build &amp; Present Knowledge</b></p> <p><b>W.10.9</b> -- Use and evaluate evidence from research to evaluate author’s use of sources.</p>	<p><b>Comprehension &amp; Collaboration</b></p> <p><b>SL.10.1a &amp; b – Review of Socratic Seminar Procedures:</b> preparing for discussion, listening/respecting views, setting ground rules, practice responding to text and questions.</p> <p><b>SL.10.1a -- *Mini- Seminars:</b> 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><b>SL.10.1 a-d, SL.10.4 -- *Full-class Socratic Seminar:</b> 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><b>Conventions of Standard English</b></p> <p><b>L.10.1, L.10.2, L.10.3</b> -- Use appropriate sentence structure to achieve purpose; use of parallelism; fix subject/verb agreement issues</p> <p><b>Knowledge of Language</b></p> <p><b>L.10.3a</b> -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources rd</p> <p><b>Word Acquisition &amp; Knowledge</b></p> <p><b>L.10.4a-c</b> – use context, word patterns, and reference materials to understand the pronunciation and precise meanings of words</p> <p><b>L.10.5a-b</b> – Interpret figurative language and its role in the text; analyze word nuances</p>

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**Texts:** Analyze how two or more texts address similar themes or topics.

[Click here for suggested texts.](#)

<p><b>Range of Reading RL.10.10</b>  <b>Short Nonfiction</b>  <b>Long Fiction/Nonfiction</b>  <b>Mentor Texts:</b>  <b>Poetry</b>  <b>*Independent Reading Choice:</b>          Annotate for elements/devices studied in class and/or for elements of an the American Dream</p>	<p><b>Range of Writing W.10.10</b>          Writing Workshop writing process, including reflections (portfolio)          Responses to Literature          Open-ended Questions          Annotations</p>	<p><b>Presentation of Knowledge &amp; Ideas SL.10.4</b>          Refer to text to support presentations of original ideas and personal perspectives in group discussions &amp; Socratic seminar.</p>	<p><b>Vocabulary Acquisition &amp; Use L.10.4, L.10.5, L.10.6</b>          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>
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## Sample Essential Questions for Lesson Planning

Reading (Fiction & Nonfiction)	Writing Literary Analysis	Speaking & Listening	Language
<ul style="list-style-type: none"> <li>• How can we annotate a text with purpose?</li> <li>• How does the author introduce and develop conflict?</li> <li>• How do characters reveal theme or big ideas?</li> <li>• How does an author weave historically accurate elements into a piece of fiction?</li> </ul>	<ul style="list-style-type: none"> <li>• How can we incorporate a historical time period in subtle ways?</li> <li>• How does historical context affect a piece of writing?</li> <li>• How do we balance the fiction &amp; non-fiction elements of historical narrative?</li> <li>• How do we incorporate research into narrative?</li> </ul>	<ul style="list-style-type: none"> <li>• How can multiple perspectives enhance our understanding of an idea?</li> <li>• How do we move beyond personal bias to acknowledge another perspective?</li> <li>• How do our personal experiences influence our own views?</li> <li>• How can we expand our thinking through discussion and analysis?</li> </ul>	<ul style="list-style-type: none"> <li>• How can I vary sentence structure &amp; how does such variety contribute to tone?</li> <li>• How can parallel structure make my writing flow better?</li> <li>• How can making connections help me better understand new vocabulary?</li> </ul>

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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. Alacrity
2. Allocate
3. Ambivalent
4. Aspire
5. Assent
6. Asset
7. Assiduous
8. Attainment
9. Charisma
10. Clandestine
11. Comprise
12. Conclusive
13. Concur
14. Condescend
15. Conducive
16. Conversely
17. Copious
18. Corroborate
19. Craven
20. Deviate
21. Digress
22. Discrepancy

23. dissent/ dissension
24. Duress
25. Explicate
26. Extraneous
27. Facsimile
28. Feasible
29. Fortitude
30. Hackneyed
31. Implausible
32. Jeopardize
33. Misconstrue
34. Nullify
35. Obsolete
36. Platitude
37. Pragmatic
38. Prowess
39. Punitive
40. Qualm
41. Quandary
42. Redress
43. Redundant
44. Reiterate
45. Relentless
46. Remiss
47. Renegade
48. Renounce
49. Reputable
50. Retribution
51. Scrupulous
52. Scrutiny

53. Speculate
54. Stultify
55. Tangible
56. Tentative
57. Venture
58. Verbatim
59. Vivacious
60. Whet

**MP 3 cumulative word lists:**

[English 2A](#)  
[English 2CP](#)

**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