

10th Grade Curriculum Map, Unit 1

updated 9/2020

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 Plan

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** 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.; [Rubric](#) ; [GClassroom Rubric](#)
1. **Performance Assessment (20%):** *Analysis of short essays, short stories, summer reading -- various cultures / American perspectives to align with [RL10.6/RI 10.6 \(S/L\)](#): Analyze a particular point of view or cultural experience/Determine author's pov and analyze how he/she uses rhetorical devices to advance it.*

Formative Assessments

MINOR ASSESSMENTS - Quizzes = 35%

Summer Reading Assessment/Essay (Minor Assessment Grade) Expository Essay (*benchmark pre-assessment for writing); Rubric: [left twix](#), [right twix](#)

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = 25%

→ *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

Suggested Independent Reading options

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– *Fences*, *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*, *The Crucible* [Exploring Identity During Independent Reading](#)

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”

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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 Compare/Contrast: “Two Ways to Belong in 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><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 Click here for Seminar Resources Click here for suggested texts.</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 Vocab graphic organizers</p>
<p><u>Range of Reading</u> 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><u>Range of Writing</u> W.10.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> 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>

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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](#)

[ELA Recommended Accommodations & Modifications for Curriculum Implementation](#)

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Tier 2 VOCABULARY:

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

[Words with Definitions](#)

[Quizlet](#)

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

10th Grade Curriculum Map, Unit 2

updated 9/2020

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 nonfiction 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 Plan

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** 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* - [Rubric](#)
2. **Inquiry-based Performance Assessment (20%):** *Must align with standard **RL.10.7** - *Analyze how content is presented in two different artistic mediums, including what is emphasized or absent in each*, [S/L Rubric](#)

Formative Assessments

MINOR ASSESSMENTS - Quizzes = **35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = **25%**

→ *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 - *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

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

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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">• 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?

to [Vocabulary list](#)

to [Standards for Learning](#)

[ELA Recommended Accommodations & Modifications for Curriculum Implementation](#)

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Tier 2 VOCABULARY:

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

[Unit 2 Definitions](#)

[Unit 2 Quizlet](#)

[Cumulative Word List](#)

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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10th Grade Curriculum Map, Unit 3

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QUICK GUIDE: [Standards for Learning](#); [Sample Questions for Lesson Planning](#), [Unit 3 Vocabulary](#)

Unit 3 Summary: Argument & The American Dream

This inquiry-based unit focuses on the relationship between success and the American Dream and explores the extent to which the definition of success is reliant on culture, environment, experience, and perspective. Students will study and analyze non-fiction and argument texts, including historical documents, engaging in annotated close readings of these texts in order to continue to build critical reading skills, understand the American Dream, and prepare to write an argument research paper. Students will also complete an independent reading assignment that requires analysis of argument, specifically assessing the evidence on two sides of an argument; 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 argument research paper.

Essential Questions:

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

- | | |
|---|--|
| How do we define success and the American Dream? | How is success linked to the pursuit of happiness? |
| How do authors use rhetoric to convey their version of the American Dream? | How can one achieve the American Dream? |
| How can writing be used (or how do authors use argument) to effect change? | |
| How does culture, society, or environment shape or define an individual's pursuit of happiness? | |

Assessments:

Summative/Performance Assessments Plan

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** Argument Writing: problem/solution with analysis & evaluation of two different solutions; on current topics in the community or societal issues in literature; [possible topics](#) (TC); [research paper checklist](#) (TC)
2. **Inquiry-Based Performance Assessment (10%):** ex: analysis of speeches for elements of argument to prepare for argument, including seminal works in US history & TED Talks to align with [RI.10.8](#) -*Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient*

Formative Assessments

MINOR ASSESSMENTS - Quizzes = **35%**

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = **25%**

→ *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 - "Winter Dreams" (Fitzgerald), "The Turtle" excerpt from *Grapes of Wrath*, "Speech to the Virginia Convention" (Henry), "Declaration of Independence," from *The American Crisis*, *Common Sense* (Paine), excerpts from Benjamin Franklin's autobiography, JFK's Inaugural Address, "American Dream" from *Identities and Issues in Literature* (see curriculum document for additional texts); [The American Dream: A Biography](#) (*Time Magazine*)

Long Fiction/Nonfiction- *The Great Gatsby*, *The Death of a Salesman*, *Of Mice and Men* Independent Reading Options (see curriculum document for suggestions)

Poetry - "The New Colossus" (Lazarus), "We Wear the Mask" (Dunbar), "Richard Cory" (Robinson), "Dust Bowl Blues" (Guthrie), "I Hear America Singing" paired with "I, too, Sing America"

Multimedia - clips from *The Pursuit of Happiness*, *Kingfisher*, *Pleasantville*, and/or *The Soloist*

Suggested Independent Reading Options

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Argument	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations RI/RL.10.1-2 – Claim/Central Idea: Analyze author’s claim how it is developed throughout; Identify and analyze themes and main ideas connected to the American Dream; cite textual evidence to support analysis RI.10.3 – Idea/Claim Development: Analyze how an author introduces and develops ideas or claims RL/RI.10.4 Tone & Word Choice: Analyze cumulative impact of word choice & connotative meanings; analyze effect of figurative language. RI.10.5: Structure & Claim: Analyze how claims/ideas are developed with certain paragraphs, sentences, etc. RI.10.6 Point of View & Rhetoric: Determine an author’s perspective and/or purpose and analyze how (s)he uses rhetoric to achieve that purpose RI.10.8 Evaluation of Argument: analyze and evaluate arguments for claims, reason, relevance, and fallacious reasoning RI.10.9 – Historical Documents: Analyze and reflect on the American Dream as it emerges from important US documents</p>	<p><u>Text Types & Purposes</u> W.10.1 a-e – Argument Research Paper: Problem/Solution research paper that evaluates two sides of an argument and draws a conclusion based on reason and support Writing Workshop: Use mentor texts to study structure of argument writing, claims and evidence, and the use of rhetorical devices to develop claims; use notebooks entries to make connections among texts in this unit. Include rhetorical devices; demonstrate effective use of sentence structure & word choice for task, purpose, and audience 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 <u>Research to Build & Present Knowledge</u> W.10.9 -- Use and evaluate evidence from research to support two claims in an argument essay <u>*Suggested Mentor Texts</u> selections from American Now & Everything’s an Argument; “Disability and the Media: A Prescription for Change;” newspaper articles/editorials related to problem/solution</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, including questioning of text and of peers, as well as build on their abilities to analyze thematic connections and word choice 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 Click here for Seminar Resources Click here for suggested texts.</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 rhetorical devices; Identify subject/verb agreement issues <u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources Vocab graphic organizers</p>
<p><u>Range of Reading RL.10.10</u> Fiction/Nonfiction Argument Mentor Texts Poetry <u>*Independent Reading Choice:</u> close reading and annotation of research materials and other non-fiction</p>	<p><u>Range of Writing W.10.10</u> Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> 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>

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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">• How does an author construct an argument that will influence his/her reader?• How do we evaluate the effectiveness of a speech?• How do we closely read our sources to extract evidence for our claims?• How do the ideals of the American Dream emerge in early nonfiction?	<ul style="list-style-type: none">• What makes argument effective?• How do we construct an argument?• How do we incorporate multiple sources into an essay?• How do we evaluate sources for credibility? Relevance?• How do we assess two sides of an issue?	<ul style="list-style-type: none">• How do we effectively discuss an argument to better understand how it's crafted?• How do we move beyond personal bias to acknowledge another perspective?• How other perspectives influence our own views?• How can we expand our thinking through discussion and analysis?	<ul style="list-style-type: none">• How are rhetorical devices used to support an author's claim?• How can I vary sentence structure & how does such variety contribute to tone?• How can parallel structure make my writing flow better?

to [Vocabulary list](#)
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10th Grade Curriculum Map, Unit 3

updated 9/2020

Tier 2 VOCABULARY:

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

The online Membean vocabulary program may also be used to individualize vocabulary learning: through presentation of various contexts and strategies, the program calibrates the level of vocabulary per student performance ability.

As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

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

[Unit 3 Definitions](#)

[Unit 3 Quizlet](#)

MP 3 CUMULATIVE WORD LISTS:

[English 2A](#)

[English 2CP](#)

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

allusion, analogy, characterization, connotation/denotation, motifs, parenthetical citations, persuasive appeals (ethos, pathos, logos), rhetorical devices (ex. anaphora, antithesis, parallelism, repetition, etc.), rebuttal, symbolism, thesis

10th Grade Curriculum Map, Unit 4

updated 9/2020

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

Unit 4 Summary: The American Dream vs. Reality

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 Plan](#)

MAJOR ASSESSMENTS (2) = 40%

1. **Writing Workshop (20%):** [Historical Narrative](#)
2. **Inquiry-based Performance Assessment (20%):** *Must align with standards [NJLSA.R.9](#) -*Analyze how two or more texts address similar themes or topics*

Formative Assessments

MINOR ASSESSMENTS - Quizzes = 35%

PREPARATION/PROGRESS/PARTICIPATION - Classwork & Homework = 25%

→ *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 – “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](#)

10th Grade Curriculum Map, Unit 4

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STANDARDS for Learning Targets

Reading (Fiction & Nonfiction)	Writing Narrative	Speaking & Listening	Language
<p><u>Key Ideas & Structure</u> Close Readings/Annotations 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> 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>W.10.4, 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</p> <p>Research to Build & Present Knowledge W.10.9 -- Use and evaluate evidence from research to evaluate author’s use of sources.</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, 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 Seminar Resources Click here for suggested texts.</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; fix subject/verb agreement issues</p> <p><u>Knowledge of Language</u> L.10.3a -- Revise for content, organization, word choice, and MLA Format; vary syntax; cite sources rd</p> <p><u>Word Acquisition & Knowledge</u> 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>Vocab graphic organizers</p>
<p><u>Range of Reading</u> RL.10.10 Short Nonfiction Long Fiction/Nonfiction Mentor Texts: Poetry *Independent Reading Choice: Annotate for elements/devices studied in class and/or for elements of an the American Dream</p>	<p><u>Range of Writing</u> W.10.10 Writing Workshop writing process, including reflections (portfolio) Responses to Literature Open-ended Questions Annotations</p>	<p><u>Presentation of Knowledge & Ideas</u> SL.10.4 Refer to text to support presentations of original ideas and personal perspectives in group discussions & Socratic seminar.</p>	<p><u>Vocabulary Acquisition & Use</u> 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>

10th Grade Curriculum Map, Unit 4

updated 9/2020

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?

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10th Grade Curriculum Map, Unit 4

updated 9/2020

Tier 2 VOCABULARY:

The following list of words may be used as instructors work to embed vocabulary learning in the context of class readings and content instruction.

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As students are taught how to develop skills that lead to independent vocabulary learning, student-generated lists will foster ownership of the learning process.

1. Acquiesce
2. Allure
3. Amend
4. Animosity
5. Antipathy
6. Apathy
7. Applicable
8. Artifice
9. Assimilation
10. Attribute
11. August
12. Averse
13. Bellicose
14. Belligerent
15. Chagrin
16. Clemency
17. Complacent
18. Comprehensive
19. Constitute

20. Contentious
21. Defamation
22. Demise
23. Disparage
24. Disreputable
25. Dissonant
26. Duplicity
27. Empathy
28. Engross
29. Extirpate
30. Impetus
31. Implacable
32. Inequity
33. Nondescript
34. Opponent
35. Pacify
36. Paradox
37. Placate
38. Premeditated
39. Pretext
40. Quell
41. Quest
42. Rampant
43. Receptive
44. Recession
45. Reprehensible
46. Repress
47. Rescind
48. Spontaneous
49. Stately
50. Subjective
51. Succumb
52. Suffice
53. Supercilious
54. Suppress
55. Tacit
56. Turbulent

57. Unfeigned
58. Venal
59. Xenophobia/Xenophobic
60. Zeal/Zealous

[Unit 4 Definitions](#)

[Unit 4 Quizlet](#)

MP 4 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