

## English Language Arts 2018 ©

Tenth Grade				
Unit	Essential Questions	Academic Vocabulary	Embedded Assessments	Goals
<b>Unit 1</b> <b>Cultural Conversations</b>	What is cultural identity?  How do cultural experiences shape, impact, or influence our identity and perceptions?	synthesis argument claim counterclaim concession refutation	EA 1: Writing About Cultural Identity  EA 2: Writing a Synthesis Paper	<ul style="list-style-type: none"> <li>To analyze how culture affects identity and perceptions</li> <li>To practice effective speaking and listening skills that build capacity for collaboration and communication</li> <li>To analyze the concept of voice in reading and writing</li> <li>To examine and apply the elements of argument</li> <li>To analyze and apply syntactic structures in writing</li> </ul>
<b>Unit 2</b> <b>Cultural Perspectives</b>	How can cultural experiences and perspectives be conveyed through memorable narratives?  What issues resonate across cultures, and how are arguments developed in response?	evidence empirical evidence logical evidence anecdotal evidence fallacy	EA 1: Writing a Narrative  EA 2: Creating an Argument	<ul style="list-style-type: none"> <li>To construct a narrative that expresses a cultural perspective</li> <li>To recognize the role that culture plays in defining ourselves as individuals</li> <li>To examine perspectives of justice across cultures and over time</li> <li>To understand and apply the elements of argument</li> <li>To develop an argument on an issue for a specific audience, using an effective genre</li> <li>To analyze narrative techniques and use them in writing</li> </ul>
<b>Unit 3</b> <b>Cultures in Conflict</b>  <i>Things Fall Apart</i> <b>(Novel)</b>	How might a culture change when it encounters new ideas and members?  How can an author use a fictional character to make a statement about culture?	reliability validity plagiarism annotated bibliography	EA 1: Researching and Comparing Pre- and Post-Colonial Ibo Culture  EA 2: Writing a Literary Analysis Essay	<ul style="list-style-type: none"> <li>To analyze cultural experiences reflected in a work of literature from outside the United States</li> <li>To analyze how complex characters in a novel develop and interact to advance a plot or theme</li> <li>To research to answer questions, explore complex ideas, and gather relevant information</li> <li>To present findings to an audience clearly and logically, making use of digital media</li> <li>To draw evidence from a literary text to support analysis and reflection</li> </ul>
<b>Unit 4:</b> <b>Dramatic Justice</b>  <i>Antigone</i> <b>(Drama)</b>	How can one communicate characterization through oral interpretations?  How do complex characters advance the plot and develop the themes of a drama?	justice criteria advance (v)	EA1: Presenting an Oral Interpretation of Literature  EA2: Writing a Literary Analysis Essay on Characterization and Theme	<ul style="list-style-type: none"> <li>To evaluate and critique oral interpretations</li> <li>To analyze characterization, conflicting motivations of a complex character, and major themes in a classic Greek drama</li> <li>To analyze point of view and cultural experience reflected in literature from outside the United States</li> <li>To analyze and present an oral interpretation of a monologue conveying a complex character's voice</li> <li>To write a literary analysis essay examining the development of a tragic hero and the development of plot and theme</li> </ul>
<b>Unit 5:</b> <b>Building Cultural Bridges</b>  <i>The 11<sup>th</sup> Hour</i> <b>(Film)</b>	How do cultural differences contribute to conflicts over environmental issues?  In what ways do nonfiction texts influence perceptions of their subject?	controversial documentary imperative fallacies refutation stakeholder advocate objective subjective	EA 1: Presenting a Solution to an Environmental Conflict  EA 2: Representing an Argument in a Documentary Film	<ul style="list-style-type: none"> <li>To examine how nonfiction texts (both print and non-print) construct our perceptions of what is true</li> <li>To analyze how writers and speakers use evidence and appeals to support a claim</li> <li>To examine the credibility of a text or its author</li> <li>To explore a complex issue or problem from multiple perspectives and to work with peers to present a solution</li> <li>To use media strategically to enhance a presentation</li> </ul>

<p style="text-align: center;"><b>KEY TEXTS</b></p> <p style="text-align: center;">Texts representative of themes and rigorous reading experiences in the level (Note: this is just a sample of the texts included in the level)</p>	<p style="text-align: center;"><b>STRATEGIES FOCUS</b></p> <p style="text-align: center;">While explicit teaching of effective strategies has taken place in previous grade levels, the following list highlights key strategies reinforced in this grade level.</p>	
<p><b>Informational Text:</b> “What Is Cultural Identity?”</p> <p><b>Personal Essay:</b> “Ethnic Hash,” by Patricia Williams</p> <p><b>Art:</b> <i>Self-Portrait on the Borderline Between Mexico and the United States</i>, by Frida Kahlo</p> <p><b>Poetry:</b> “Legal Alien,” by Pat Mora</p> <p><b>Essay:</b> “Where Worlds Collide,” by Pico Iyer</p> <p><b>Short Story:</b> “Everyday Use” by Alice Walker</p> <p><b>Essay:</b> “An Indian Father’s Plea,” by Robert Lake</p> <p><b>Memoir:</b> Excerpt from <i>Funny in Farsi</i>, by Firoozeh Dumas</p> <p><b>Graphic Novel:</b> Excerpt from <i>Persepolis</i>, by Marjane Satrapi</p> <p><b>Poetry:</b> “Grape Sherbet,” by Rita Dove</p> <p><b>Memoir:</b> Excerpt from <i>The Hunger for Memory</i>, by Richard Rodriguez</p> <p><b>Speech:</b> “On Surrender at Bear Paw Mountain, 1877,” by Chief Joseph</p> <p><b>Speech:</b> “On Women’s Right to Vote,” by Susan B. Anthony</p> <p><b>Speech:</b> “One Word of Truth Outweighs the World,” by Aleksandr Solzhenitsyn</p> <p><b>Speech:</b> Excerpt from “Hope, Despair, and Memory,” Nobel Lecture by Elie Wiesel</p> <p><b>Drama:</b> Excerpt from: <i>The Tragedy of Julius Caesar</i> by William Shakespeare</p> <p><b>Novel:</b> Excerpt from <i>White Teeth</i>, by Zadie Smith.</p> <p><b>Drama:</b> <i>Antigone</i> by Sophocles</p> <p><b>Film:</b> <i>The 11<sup>th</sup> Hour</i> (2007), directed by Nadia Conners and Leila Conners Petersen</p> <p><b>Press Release:</b> “The HSUS and Wild Fish Conservancy File Suit To Stop Sea Lion Killing At Bonneville Dam” (2011) by the Humane Society of the United States</p> <p><b>Editorial:</b> “Sea lions vs. salmon: Restore balance and common sense” (2008) by Fidelia Andy</p> <p><b>Novel:</b> <i>Things Fall Apart</i>, by Chinua Achebe</p> <p><b>Poetry:</b> “Prayer to the Masks,” by Léopold Sedar Senghor</p> <p><b>Poetry:</b> “The Second Coming,” by William Butler Yeats</p>	<ul style="list-style-type: none"> <li>• OPTIC</li> <li>• Socratic Seminar</li> <li>• RAFT</li> <li>• Marking the text</li> <li>• Fishbowl</li> </ul>	<ul style="list-style-type: none"> <li>• Levels of Questioning</li> <li>• SMELL</li> <li>• SOAPStone</li> <li>• SIFT</li> <li>• Discussion Groups</li> </ul>
	<p><b>LANGUAGE AND WRITER’S CRAFT AND LANGUAGE CHECKPOINTS</b> Instruction that provides grammar support and in the context of actual reading and writing</p> <p><b>Grammar and Usage</b> call-out boxes contain additional grammar instruction</p> <ul style="list-style-type: none"> <li>• Syntax</li> <li>• Colon and Semicolon</li> <li>• Phrases and Clauses</li> <li>• Introducing Dialogue</li> <li>• Sentence Variety</li> <li>• Varying Sentence Beginnings</li> <li>• Outlining and Organizing an Argument</li> <li>• Active and Passive Voice</li> <li>• Compare/Contrast</li> <li>• Academic Voice</li> <li>• Using Precise Language and domain specific vocabulary</li> <li>• Word Patterns</li> <li>• Semicolons and Colons</li> <li>• Consulting a Style Manual</li> <li>• Embedding Quotations</li> <li>• Punctuating Relative Clauses</li> <li>• Citation Styles</li> <li>• Using parallel Structure</li> <li>• Punctuation in sentences</li> <li>• Subordination and Coordination</li> <li>• Noun Agreement</li> <li>• Frequently confused Words</li> <li>• Recognizing Conventional Expression</li> </ul>	

See Unit “Planning the Unit” for a complete listing of unit resources