

Curriculum Camp
2007




Anchorage School District Language Arts Curriculum Guide

Grade 10

American Literature Studies

- Growing Pains: The Quest for Equality**
- Expansion and Growth: Exploring Frontiers**
- A New Century: A Century of Hope**
- One Nation, Many Voices: Where Do We Go**



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To educate all students for
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“No people are ever as divided as those of the same blood.” Mavis Gallant

“ I was never really insane, except on occasions where my heart was touched.” Edgar Allan Poe

“There is no agony like bearing an untold story inside you.” Zora Neal Hurston

10th Grade LA Curriculum Semester 1 – Unit 1		Growing Pains: The Quest for American Identity		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> ➤ American literature explores the conflicts that shape our nation. ➤ Writers’ choices of words reflect their membership in various social, regional, and cultural groups. 		<ul style="list-style-type: none"> • How is Realism an outgrowth of the Civil War? • How do journals and periodicals use propaganda to influence public opinion? • Why does the slave narrative exist? • How do regions of America differ in their literary traditions, dialects, and cultures? • How has moral conflict shaped our country? 		
Cross Curricular Connections:				
Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms	Resources

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<p>Estimated: 8-9 Weeks</p> <p>Actual:</p> <p>Notes:</p>	<p>Reading Focus: Slave Narrative, Personal Narrative, Humor, Regional Fiction</p> <p>Writing Focus: Personal Narrative, Character Development</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Define Realism. • Discuss the significance of letter writing and speeches in this time period. • Recognize and understand the difference between subjective and objective narration in an autobiography. • Distinguish among the various dialects and forms of nonstandard diction. • Identify the techniques of characterization. <p>Performance Standards/Grade Level Expectations:</p> <p>Reading</p> <p>The student uses strategies to decode or comprehend the meaning of words in text by:</p> <ul style="list-style-type: none"> • [10] 4.1.3 Identifying complex relationships among words including synonyms, antonyms, homonyms/homophones, shades of meaning, analogies* • [10] 4.1.2 Determining meanings of unfamiliar words by utilizing context clues, literary allusions, syntax, or semantics in 	<p>Formative: ("...assessments that provide information to be used as feedback to modify instruction and learning activities." Marzano, 2006)</p> <p>e.g.</p> <ul style="list-style-type: none"> • Admit/exit slips • Partner share with two minute conversation • Carousel activity • Thumbs up, thumbs down or thumbs to the side • Fast write (timed) • 3-5 question quiz • Summary paragraph (Sum It Up) • One-to-one conference • Review and respond to SBA scores • Class review and discussion <p>Summative: ("...assessments that come at the end of a process or activity." Marzano, 2006)</p> <ul style="list-style-type: none"> • Draw a detailed map 	<p>Allusion Caricature Character - Development/Motivation Character* Colloquialism Dialect Dialogue* Foil Gothic Hyperbole Irony Jargon Local Color Logical Fallacies Memoir Naturalism* Propaganda * Realism* Regionalism* Satire* Sentimentalism Southern Gothic Symbolism Tone Unreliable Narrator</p>	<p>Core Text (select at least one):</p> <p><i>The Adventures of Huckleberry Finn</i>, Twain OL; AL <i>Black Boy</i>, Wright EL pg 1015 <i>The Narrative of the Life of Frederick Douglass</i>, Douglass OL <i>The Red Badge of Courage</i>, Crane OL; AL <i>To Kill a Mockingbird</i>, Lee <i>Young Goodman Brown</i>, Hawthorne, OL; AL</p> <p>Supplementary Materials:</p> <p>Novels:</p> <p><i>Puddin'head Wilson</i>, Twain OL <i>The Reivers</i>, Faulkner</p> <p>Short Stories:</p> <p>"A Mystery of Heroism," Crane</p>
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	<ul style="list-style-type: none"> ○ dialectical English (e.g. <i>Huck Finn</i>) ○ other languages adopted into English (pie a la mode) ○ idiomatic expressions (e.g., “it drives me up a wall) <ul style="list-style-type: none"> • [10] 4.1.4 Determining the meaning of words in context including connotation/denotation, use of precise or <u>technical</u> vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple interpretations of words, e.g., “bolt:” cloth, rapid exit, lightening, gulping food, lock, etc. (ASD) • [10] 4.1.5 Self-monitoring and self-correcting while reading (e.g. rereading, adjusting reading pace, sub vocalizing, consulting resources, questioning, flexible note taking/mapping, skimming, scanning, etc.)* (L) <p>The student restates/summarizes and connects information by:</p> <ul style="list-style-type: none"> • [10] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience (L) <p>The student demonstrates understanding of main ideas/arguments by:</p> <ul style="list-style-type: none"> • [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) <p>The student analyzes and evaluates conventions and techniques used in genres by:</p> <ul style="list-style-type: none"> • [10] 4.5.2 Identifying or explaining use of literary 	<p>of the setting in the novel showing specific locations and citing events</p> <ul style="list-style-type: none"> • Write a personal narrative that includes dialogue • Write an interpretive essay exploring a character’s motivation or development 	<p>EL pg 487; OL “A Rose for Emily,” Faulkner EL pg 716 “A Worn Path,” Welty EL pg 634 “An Occurrence at Owl Creek Bridge,” Bierce EL pg 468; OL; AL “My Side of the Matter,” Capote “Outcasts of Poker Flat,” Harte AL “The Bride Comes to Yellow Sky,” Harte “The Cask of Amontillado,” Poe OL; AL “The Celebrated Jumping Frog of Calaveras County,” Twain OL; AL “The Fall of the House of Usher” Poe EL pg 263; OL; AL “Why I Live at the P.O.,” Welty “Diary of Adam and Eve” Twain OL “The War Poetry” Twain</p>
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	<p>devices appropriate to genre (i.e., dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works</p> <ul style="list-style-type: none"> • [10] 4.5.4 Identifying the specific type irony: verbal, situational, dramatic (ASD) • [10] 4.5.6 Recognizing satire and the object of the satire in the piece <p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:</p> <ul style="list-style-type: none"> • [10] 4.7.1 Identifying bias/propaganda by citing textual evidence*(L) • [10] 4.7.2 Identifying author’s purpose (e.g., to narrate, inform, entertain, explain, persuade) by citing textual evidence* <p>The student connects themes by:</p> <ul style="list-style-type: none"> • [10] 4.8.2 Analyzing and evaluating textual evidence to make thematic connections between texts (students can select appropriate quotations to support a specific theme (ASD))* • [10] 4.8.3 Analyzing and evaluating thematic connections between texts related to personal experiences, the experience of others, prior knowledge, and the broader world of ideas (e.g. in reading <i>Of Mice and Men</i> students can relate the theme of the misfits role in society to that of the pariah in school culture (ASD)) * (L) <p><u>Writing</u></p> <p>The student writes about a topic by;</p>			<p>“The Lowest Animal” Twain</p> <p><u>Poetry:</u></p> <p>“Ode to the Confederate Dead,” Timrod EL pg 954 “O Captain! My Captain,” Whitman P; OL “The Blue Battalions,” Crane EL pg 344 “War is Kind,” Crane P “When Lilacs Last in the Dooryard Bloom’d,” Whitman EL pg 494</p> <p><u>Regional Authors</u> <u>(examples):</u></p> <p>Bodett, Tom Keillor, Garrison McManus, Patrick Peck, Richard</p> <p><u>Websites:</u> <i>Webquest.org</i></p>
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	<ul style="list-style-type: none"> • [10] 4.1.1 Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph (the introductory paragraph may include a lead or hook, such as an anecdote, startling statistic or quotation)* • [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically* • <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [10] 4.2.1 Writing a narrative using elements of fiction to advance the plot * (L) • [10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade* • [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) • [10] 4.2.4 Writing research-based information and/or analysis in research projects or extended reports*(L) • [10] 4.2.5 Analyzing possible revisions for a target sentence (ASD) • [10] 4.2.6 Writing with strong organization that omits off-topic sentences (ASD) • [10] 4.2.7 Editing to improve style, word choice, sentence variety, and subtly of meaning in relation to the purpose and the audience (ASD) 			<p><u>Audiovisual</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Resource Key:</u></p> <p>EL =<i>Elements of Literature</i> OL=www.onlineliterature.com AL =www.amlit.com P =www.poets.org</p>
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	<ul style="list-style-type: none"> • [10] 4.2.8 Constructing and/or developing an authentic voice with sincere conviction that invites either reading or engagement (ASD) <p>The student revises writing by:</p> <ul style="list-style-type: none"> • [10] 4.4.4 Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed* • [10] 4.4.5 Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed* 			
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"I think of art as something to serve the people—the mass: when it fails to do that it's false to its promises." Walt Whitman

“Everything in life is writable about if you have the outgoing guts to do it and the imagination to improvise.” Sylvia Plath

“The proper function of [a person] is to live, not to exist. I shall not waste my days in trying to prolong them. I shall use my time.” Jack London

10th Grade LA Curriculum Semester 1 - Unit 2		Expansion and Growth: Exploring Frontiers		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> ➤ American literature explores the willingness of Americans to face challenges and explore the unknown. 		Frontier: <ul style="list-style-type: none"> • Why do people chase frontiers? • What motifs and archetypes emerge in frontier narratives? • What kinds of landscapes do various frontiers possess? • What frontiers are still unknown and unexplored? Women: <ul style="list-style-type: none"> • How does women’s literature reflect the changing roles of women in American culture? Immigration: <ul style="list-style-type: none"> • What motifs emerge in immigration literature? • How does the American Dream of infinite opportunity drive immigration literature? • How does hope offset tragedy in immigration narratives? • Why is the opportunity for education so important to immigrants? 		
Cross Curricular Connections:				
Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms	Resources
Estimated: 8-9 Weeks	<i>Reading Focus:</i> Memoir <i>Writing Focus:</i> Memoir, Theme Analysis	<i>Formative:</i> (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)	Archetype Autobiography* Ballad Biography* Character* Conflict*	<u>Core Text (select at least one):</u> <i>Angela’s Ashes</i> , McCourt <i>Anthem</i> , Rand <i>Never Cry Wolf</i> , Mowat
Actual:	The student will do the following: <ul style="list-style-type: none"> • Describe the qualities needed to survive in an 			

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<p><u>Notes:</u></p>	<p>unknown environment.</p> <ul style="list-style-type: none"> Describe the conflicts between Native Americans and pioneers and the lasting impacts of these conflicts on American culture. Evaluate the impact and importance of women’s literature in America. Describe the opportunities immigrants believe America offers. Examine the impact of immigration on American culture. Analyze the struggle between the new world and the traditions of the old world. Evaluate the force of immigration on the identity of America as a nation. Investigate the impact of immigration on American English. Investigate and record one’s own immigration stories. <p>Performance Standards/Grade Level Expectations:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> [10] 4.1.1 Determining meanings of unfamiliar words in context using knowledge of sounds, syllables, derivational roots and affixes, including cultural derivations (e.g., the root of photography and photosynthesis) 	<p>e.g.</p> <ul style="list-style-type: none"> Admit/exit slips Partner share with two minute conversation Carousel activity Thumbs up, thumbs down or thumbs to the side Fast write (timed) 3-5 question quiz Summary paragraph (Sum It Up) One-to-one conference Review and respond to SBA scores Class review and discussion Comparison and contrast constructed response Plot maps Text to self, text to text, text to world web connection Write a letter to a character or author <p><i>Summative:</i> (“...assessments that</p>	<p>Dialogue Flashback Memoir* Motif Objective* Plot * Point of View* Romantic Hero Setting* Situational Irony Subjective* Symbolism Theme* Time Sequence Tone</p>	<p><i>The House on Mango Street</i>, Cisneros Self Reliance transcendental excerpts* recommended for Honors</p> <p><u>Supplemental Texts:</u></p> <p><u>Novels:</u></p> <p><i>Desert Exile: The Uprooting of a Japanese-American Family</i>, Uchida <i>Dust Tracks on a Road</i>, Hurston (excerpt) EL pg 752 <i>My Antonia</i>, Cather OL <i>Slave Dancer</i>, Fox <i>The Crazy Horse Electric Game</i>, Crutcher <i>The Right Stuff</i>, Wolfe <i>Winterdance</i>, Paulson <i>The Transell Saga</i>, Paulsen <i>Rocket Boys</i>, Hickam <i>Farewell to Manzanar</i> Houston</p>
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	<ul style="list-style-type: none"> • [10] 4.1.4 Determining the meanings of words in context [connotation/denotation L], use of precise or technical vocabulary, content-specific vocabulary (symbiosis, suffrage, apartheid), or multiple meanings (e.g., the James Joyce character Stephen Dedalus—Dedalus is a character and reference to a Greek mythological figure), e.g. “bolt”: cloth, rapid exit, lightening, gulping food, lock, etc. (ASD) • [10] 4.2.1 Restating and summarizing main ideas or events in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries or main ideas or events or generalizations of a text • [10] 4.5.3 Evaluating the intended effects of the authors use of conventions and techniques of genres on the reader (e.g. making inferences and judgments about ironic or hyperbolic statements, identifying impact of impact of rich imagery, identifying multiple levels of meaning) • [10] 4.6.3 Analyzing and evaluating the importance to the story plot, setting, character, point of view, theme, and tone • [10] 4.6.4 Citing evidence from the text to analyze and evaluate the author’s intent for utilizing literary elements and devices and tone • [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world) (L) • [10] 4.3.8 Identifying the supporting symbolism and motifs 	<p>come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Write a college admission essay • Write an essay analyzing a theme in literature <ul style="list-style-type: none"> • Write a new ending to a text • Create a dialogue between two characters from different works • Create a time capsule with justification for the objects the student would include from the student’s life • Write a life soundtrack for 		<p>Short Stories: “A Man Called Horse,” Johnson “A Pair of Silk Stockings,” Chopin EL pg 437 “Disappointment is the Lot of Woman,” Stone “How Much Land Does a Man Need?,” Tolstoy OL “The Grave,” Porter “The Jilting of Granny Weatherall,” Porter EL pg 704 “The Story of a Hour,” Chopin “The Waltz,” Parker “The Yellow Wallpaper,” Gilman OL “To Build a Fire,” London EL pg 497; OL; AL “The Million Year Picnic” Bradbury</p>
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Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

	<p><u>Writing</u></p> <p>The student writes about a topic by:</p> <ul style="list-style-type: none"> • [10] 4.1.2 Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement, grouping ideas logically within the paragraph, placing paragraph breaks logically* • [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronological order, order of importance, comparison and contrast, cause and effect, classification and definition) using a variety of transitional words and phrases* <p>The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [10] 4.2.2 Writing in a variety of nonfiction forms (e.g., letter, report, autobiography, and/or essay) to inform, describe or persuade* • [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) 	<p>a main character</p>		<p><u>Films:</u> <i>Contact</i> <i>October Sky</i></p> <p><u>Authors:</u> Momaday, Scott Plath, Sylvia Rich, Adrienne Service, Robert Sexton, Anne</p> <p>Coming of Age Novels</p> <p><u>Audiovisual</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Resource Key:</u> EL = <i>Elements of Literature</i> OL = www.online-literature.com AL = www.amlit.com P = www.poets.org</p>
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“I AM NEITHER WHITE NOR BLACK, BUT SIMPLY AMERICAN.” JEAN TOOMER

“All clumps of people turn out to be individuals on close inspection.” Zora Neal Hurston

“The world does not know that a people is great until that people produces great literature and art.” James Weldon Johnson

10th Grade LA Curriculum Semester 2 – Unit 3		A New Century: A Century of Hope		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> American literature chronicles the optimism of the American spirit. 		<ul style="list-style-type: none"> Why do we write? What purpose does writing serve? How does literature serve as a cultural snapshot for an historical era? (Jazz Age, Harlem Renaissance) What aspects of the American Dream surface during the times of economic prosperity? How does history inevitably impact literature? What role does optimism play in the American Dream? 		
Cross Curricular Connections:				
Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms	Resources
<p>Estimated: 8-9 Weeks</p> <p>Actual:</p>	<p>Reading Focus: Historical Fiction</p> <p>Writing Focus: Descriptive Writing</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> Define the phrase, “The Lost Generation.” Explain social changes resulting from war. Analyze the use of sensory detail in war literature. Define and describe the literary and poetic styles used in the Harlem Renaissance. Analyze the reciprocal relationship between art, music, and literature during this period. Recognize and appreciate the various styles periods and regional traditions in works of American literature representing diverse perspectives. Explain why the “Rags to Riches” story is integral to the American Dream. Trace the origins and evolution of jazz music in this literary time period. 	<p>Formative: (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <p>e.g. • Admit/exit slips (question or summary statement)</p> <ul style="list-style-type: none"> Partner share with two minute conversation Carousel activity Thumbs up, thumbs down or thumbs to the side Fast write (timed) 3-5 question quiz Summary paragraph (Sum It Up) One-to-one conference 	<ul style="list-style-type: none"> Alienation Allusion* Counterculture Figurative Language* Historical Fiction* Imagery Marginality Meter* Parallel Structure* Pathos* Rhyme Scheme* Rhythm* Sonnet Stream of Consciousness Symbolism* The Blues 	<p>Core Texts (select at least one):</p> <p><i>A Raisin in the Sun</i>, Hansberry EL pg 828 <i>Of Mice and Men</i>, Steinbeck <i>The Great Gatsby</i>, Fitzgerald OL <i>The Heart is a Lonely Hunter</i>, McCuller (high level)</p>

Unit order may be arranged within a semester to support teaming and to accommodate resource availability.

<p><u>Notes:</u></p>	<ul style="list-style-type: none"> • Explain how the author uses symbolism to reveal theme and purpose. • Recognize and understand the use of tone in a story. • Define how the cultural snapshot revealed in literature shifted dramatically from the 1920s to the 1930s. • Chart the evolution of the American Dream in the 20th century. <p>Performance Standards/Grade Level Expectations:</p> <p><u>Reading</u></p> <p>The student uses and monitors comprehension strategies (flexibly and as needed) while reading literary and informational text by:</p> <ul style="list-style-type: none"> • Analyzing figurative language and its purpose therein • Identifying or creating allegory (e.g., the pursuit of Daisy likened to the pursuit of the Holy Grail)* (ASD) <p>The student restates/summarizes and connects information by:</p> <ul style="list-style-type: none"> • [10] 4.2.1 Rehearsing and reading aloud with expression from a variety of genres to an audience • [10] 4.2.3 Giving poetry the proper voice inflection, projection, enunciation, and observation of author’s punctuation (ASD) <p>The student demonstrates understanding of main ideas/arguments by:</p> <ul style="list-style-type: none"> • [10] 4.3.4 Explaining connections among main ideas/concepts (text to self, text to text, text to world)* (L) • [10] 4.3.7 Identifying and articulating the nuances 	<ul style="list-style-type: none"> • Review and respond to SBA scores • Class review and discussion <ul style="list-style-type: none"> • Rhythmic Poem • Object Description Paragraph • Create a timeline of historical events <p><i>Summative:</i> (“...assessments that come at the end of a process or activity.” Marzano, 2006)</p> <ul style="list-style-type: none"> • Write a descriptive essay that captures a sense of place 		<p><u>Supplemental Texts</u></p> <p><u>Novels:</u></p> <p><i>A Separate Peace</i>, Knowles <i>Having Our Say: The Delany Sisters’ First 100 Years</i>, Delany, Delany, and Hearth <i>The Chosen</i>, Potok <i>The Grapes of Wrath</i>, Steinbeck <i>Their Eyes Were Watching God</i>, Hurston</p> <p><u>Short Stories:</u></p> <p>“Winter Dreams,” Fitzgerald “Diamond as big as a Ritz,” Fitzgerald “The Turtle,” excerpt from <i>Grapes of Wrath</i>, Steinbeck “Penny Candy,” excerpt from <i>Grapes of Wrath</i>, Steinbeck</p>
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	<p>of diction and syntax that construct main ideas and arguments (e.g., “The Love Song of J. Alfred Prufrock” by T.S. Eliot, “I should have been a pair of ragged claws/scuttling across the floors of silent seas.”) (ASD)</p> <p>The student analyzes and evaluates conventions and techniques used in genres by:</p> <ul style="list-style-type: none"> • [10] 4.5.1 Identifying the characteristics and the effects on the reader of non-fiction and the four major structural genres: poetry, drama, novel, short story* • [10] 4.5.2 Identifying or explaining use of literary devices appropriate to genre (i.e. dialogue, simile, metaphor, foreshadowing, personification, time sequence, imagery, repetition, allusion, symbolism, or syntax) to analyze literary works <p>The student analyzes and evaluates literary elements and devices by:</p> <ul style="list-style-type: none"> • [10] 4.6.1 Identifying, describing, or making logical predictions about (citing evidence and support from text) plot, setting, character, point of view, theme, and tone* <p>The student connects and evaluates cultural influences/events by:</p> <ul style="list-style-type: none"> • [10] 4.9.1 Comparing and contrasting cultural events, ideas, settings, and influences in one story or text across other similar stories or texts in other cultures (e.g. Puritanism; immigration; Harlem Renaissance) (L) 			<p><u>Art and Music:</u></p> <p>Bearden, Romare Ellington, Duke Fitzgerald, Ella</p> <p><u>Authors:</u></p> <p>Bruce, Richard Cullen, Counte DuBois, W.E.B. Garvey, Marcus Hughes, Langston Johnson, James Locke, Alain Toomer, Gene</p> <p><u>Audiovisual</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Resource Key:</u></p>
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	<p><u>Writing</u> The student writes about a topic by:</p> <ul style="list-style-type: none"> • [10] 4.1.3 Organizing ideas using appropriate structure to maintain the unity of the composition (e.g., chronological order, order of importance, comparison contrast, cause and effect, classification, and definition) using a variety of transitional words and phrases* <p>The student revises writing by:</p> <ul style="list-style-type: none"> • [10] 4.4.8 Refining word choice in order to paint a picture with words (ASD) <p>The student uses resources by:</p> <ul style="list-style-type: none"> • [10] 4.6.2 Using a thesaurus to locate and choose effective synonyms for common words or to avoid redundancy* (L) 			<p>EL = <i>Elements of Literature</i> OL = www.online-literature.com AL = www.amlit.com P = www.poets.org</p>
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“You love songs and rap, you love poetry.” *Spencerlynn Brooks*

10th Grade LA Curriculum Semester 2 Unit 4		One Nation, Many Voices: Where Do We Go from Here?		
Enduring Understandings		Essential Questions		
<ul style="list-style-type: none"> ➤ American literature showcases the diversity of the American landscape. • Clear communication requires the use of correct and appropriate language. 		<ul style="list-style-type: none"> • Why do we choose to be bystanders, dissenters, or activists? • How does modern literature express the various forms of disillusionment felt by post WWII society? • In what ways does the American Dream continue to influence our lives today? • How does multicultural literature expand the definition of the American Dream? • What is literacy? 		
Cross Curricular Connections:				
Pacing	Knowledge/Performance Standards	Performance Task Assessment	Literary Devices/Terms	Resources
Estimated: 8-9 weeks	<p><i>Reading Focus:</i> Multi-genre</p> <p><i>Writing Focus:</i> Poetry, Problem-solution Essay</p> <p>The student will do the following:</p> <ul style="list-style-type: none"> • Define Modernism. • Define literacy. • Begin to evaluate the impact of the American Dream in the student’s own life. • Evaluate modern literature within the larger context of American literature. <p>Performance Standards/Grade Level Expectations:</p> <p><u>Reading</u></p> <p>The student uses strategies to decode or comprehend the meaning of words in text by:</p> <ul style="list-style-type: none"> • [10] 4.1.5 Self-monitoring and self-correcting while reading (e.g., rereading, adjusting reading pace, subvocalizing, consulting resources, questioning, flexible note 	<p><i>Formative:</i> (“...assessments that provide information to be used as feedback to modify instruction and learning activities.” Marzano, 2006)</p> <ul style="list-style-type: none"> ▪ e.g. • ▪ Admit/exit slips ▪ Partner share with two minute conversation ▪ Carousel activity ▪ Thumbs up, thumbs down or thumbs to the side ▪ Fast write (timed) ▪ 3-5 question quiz ▪ Summary paragraph (Sum It Up) ▪ One-to-one conference • Review and respond to SBA scores • Class review and discussion 	<p>Allusion</p> <p>Bias</p> <p>Drama</p> <p>Modernism*</p> <p>Paradox*</p> <p>Point of View</p> <p>Post-modernism</p> <p>Psychological Approach</p> <p>Sociological Approach</p> <p>Theocracy*</p>	<p>Core Text (select at least one): <i>The Bean Trees</i>, Kingsolver <i>The Crucible</i>, Miller <i>The Things They Carried</i>, O’Brien <i>The Sun Also Rises</i>, Hemingway <i>The Heart is a Lonely Hunter</i>, McCullers (high level)</p> <p>Supplemental Texts: <u>Novels:</u> <i>A Lesson Before Dying</i>, Gaines <i>Bless Me, Ultima</i>, Anaya <i>The Catcher in the Rye</i>, Salinger</p>
Actual:				

<p><u>Notes:</u></p>	<p>taking/mapping, skimming, scanning, etc.)* (L)</p> <p>The student restates/summarizes and connects information by:</p> <ul style="list-style-type: none"> [10] 4.2.2 Connecting information by making inferences and/or drawing conclusions within a text (e.g., why is the information in the chart included), across texts or other summarized information* <p>The student demonstrates understanding of main ideas/arguments by:</p> <ul style="list-style-type: none"> [10] 4.3.6 Using evidence from the text to evaluate the power, logic, reasonableness, and audience appeal of arguments (e.g. identifies bias and propaganda techniques, emotional effect of specific word choices and sentences structures, well-supported logical arguments) <p>The student follows multi-step directions by:</p> <ul style="list-style-type: none"> [10] 4.4.1 Reading, understanding, and applying multi-step directions to performs complex procedures and tasks (e.g., filling out a sample income tax return or permanent fund dividend application) <p>The student expresses opinion/differentiates fact from opinion/critiques the effectiveness of text by:</p> <ul style="list-style-type: none"> [10] 4.7.1 Identifying bias/propaganda by citing textual evidence (L) <p>The student connects and evaluates cultural influences/events by:</p> <ul style="list-style-type: none"> [10] 4.9.2 Analyzing the effects of historical or cultural influences/events on text (L) [10] 4.9.3 Extrapolating from the text bias and relate it to bias in the school culture and the community (ASD) 	<ul style="list-style-type: none"> • Create a poem or work of art responding to a text • Write, film, and edit a public service announcement responding to a social issue introduced in a text • Draw a political cartoon targeting a social problem • Write a news article reporting on an event from a text <p><i>Summative:</i> ("...assessments that come at the end of a process or activity." Marzano, 2006)</p> <p>Research a social problem and write a paper presenting a solution</p>		<p><i>The Color of Water,</i> McBride <i>The Joy Luck Club,</i> Tan EL pg 1110</p> <p><u>Short Story Authors:</u> Carson McCuller Hemingway</p> <p><u>Audiovisual</u> (Audio books available at: http://media.asd.k12.ak.us)</p> <p><u>Resource Key:</u></p> <p>EL = <i>Elements of Literature</i> OL = www.onlineliterature.com AL = www.amlit.com P = www.poets.org</p>
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	<p>Writing The student writes for a variety of purposes and audiences by:</p> <ul style="list-style-type: none"> • [10] 4.2.3 Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters)* (L) • [10] 4.2.4 Using researched based information and/or analysis in research projects or extended reports 			
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