

Pine Hill Public Schools Curriculum

| | | | |
|----------------------------|------------------------------|-------------------------------|----------------------------------|
| Content Area: | | Language Arts Literacy | |
| Course Title/ Grade Level: | | English 10 Advanced | |
| Unit 1: | World Literature: Heroism | Month: | September/October |
| Unit 2: | World Literature: Experience | Month: | November/December/January |
| Unit 3: | World Literature – Progress | Month: | January/February/March |
| Unit 4: | World Literature: Family | Month: | April/May/June |
| BOE Approved date: | | | |
| Date Created or Revised: | | August 21, 2018 | |

**Pine Hill Public Schools
Language Arts Curriculum**

| | | |
|--|---|--------------------------------|
| Unit Title: World Literature: Heroism | | Unit #: 1 |
| Course or Grade Level: 10 Advanced | | Length of Time: 9 weeks |
| Date Created: July 31st 2018 | | BOE Approval Date: |
| Pacing | September to November – 9 Weeks (tentative) | |
| Essential Questions | <ul style="list-style-type: none"> ● What are the characteristics of a hero/heroine? ● Can anyone be a hero? | |
| Content | <ul style="list-style-type: none"> ● IXL must be taken at the beginning of the year to get the students reading level <ul style="list-style-type: none"> ● Character Development ● Plot (Structure) ● Conflict (Internal/External) ● Point of View ● Tone ● Author’s Purpose ● Setting ● Theme ● Cultural Context ● Inference ● Predictions ● Generate Questions ● Legends/Legendary Heroes ● Flashback ● Foreshadowing ● Suspense ● Imagery ● Figurative Language ● Writing Focus –Research Paper, Expository Writing | |
| Skills | <ul style="list-style-type: none"> ● Offer insightful inferences regarding the themes of the text ● Create clear, original, specific thesis statements ● Organize concrete evidence and supporting textual details to support a thesis statement ● Write appropriate transitions to organize paragraphs ● Analyze how literary devices produce meaning ● Analyze how complex characters develop then change ● Convey complex ideas through effective selection, organization, and analysis of content | |
| Writing | <p>1st paper of marking period: Research paper (5 paragraph minimum MLA format) - Have students research Rafael Leonidas Trujillo and his dictatorship. Students should develop one inquiry question about his life, his rule, the effects of dictatorship, and develop a strong thesis statement surrounding his dictatorship, the research paper should include clear references to reliable sources (citations minimum of three in paper).</p> <p>Show examples of strong thesis statements vs weak thesis statements. Work collaboratively to develop a strong thesis statement in regards to this specific paper.</p> <p>Utilize the writing process: Prewriting: use prewriting strategies to generate ideas, develop voice, and plan their writing. Students generate ideas from multiple sources (e.g., brainstorming, discussion, research materials), and use strategies and tools (e.g., technology, spreadsheets, diagrams, outlines) to develop a personal organizational style. Students make a plan for writing that addresses purpose, audience, controlling idea, logical sequence, and a timeframe for completion. Drafting: curriculum will expect students to develop drafts, alone and collaboratively, by organizing and reorganizing content. Drafts establish a controlling thesis that conveys a clear and distinctive perspective on the</p> | |

| | |
|--|--|
| | <p>subject and employ a logical organizational pattern with substantial and relevant supporting details.</p> <p>Revising: students revise selected drafts by improving the logic and coherence of the organization and controlling perspective, and developing meaningful relationships among ideas include checking the accuracy of supporting details, (e.g., facts, statistics, expert opinions, definitions) and working on the precision of word choice, voice, and tone to suit the occasion, audience, and purpose.</p> <p>Editing: Students edit their writing to ensure standard usage, varied sentence structure, and appropriate word choice. Proofread for appropriateness of organization, content, style, and language conventions, using resources and reference materials (e.g., dictionary, thesaurus).</p> <p>Publishing: Students will publish their work frequently in a format appropriate to purpose</p> |
| <p>Assessments</p> | <p><i>Unit 6 Assessments in Prentice Hall Text</i></p> <p>Writing about the Big Question p. 1046-1047 Close Reading Exercises – p. 1052-1060 Myth - p. 1089 Newspaper Report – p. 1119 Script – p. 1187 Parody – p. 1219 Compare and Contrast Essay – p. 1242 Technical Essay – p. 1146 Performance Tasks – p. 1258-1259 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection</p> <p>Global Awareness Lessons</p> <ol style="list-style-type: none"> 1. Devote a day to the cultural world of <i>In the Time of the Butterflies</i>. Display illustrations of the styles of dress and architecture of the Dominican Republic in the middle of the 20th century; play recordings of music by Dominican composers; give poetry readings from Spanish-speaking writers in both the original Spanish and an accompanying English translation. 2. Have students research Rafael Leonidas Trujillo and his dictatorship. Students should develop one inquiry question about his life, his rule, the effects of dictatorship, etc, and develop a multimedia presentation answering their question. The presentation should include clear references to reliable sources. 3. Students choose the setting of one short story read during the unit, and research the historical context of the story and current events happening in that part of the world. Students can create a presentation tool of their choosing that shows understanding of the historical context and references to reliable sources. <p><i>Language Usage</i></p> <p>Read a classmate’s draft essay for one of the activities listed above. Discuss which changes might improve the quality of the writing. Students use editing guide stemming from Common Core Standards. (L.9-10.1,2,3,4,5,6)</p> |
| <p>Interventions / differentiated instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks |

| | |
|---|---|
| | <ul style="list-style-type: none"> ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> ● Technology and Media Literacy ● ICT Literacy ● Global Awareness & Historical Context ● Art, Music and Media |
| Lesson Resources | <ul style="list-style-type: none"> ● Novel <i>In the Time of the Butterflies</i> (Alvarez, Julia) ● Fiction & Nonfiction Selections labeled as “More Challenging” from Unit 6 of Prentice Hall 10th Grade Textbook Scholastic <i>UpFront</i> Magazine Informational Text Selections ● Film <i>In the Time of the Butterflies</i> (2001) PG-13 ● Additional Resources <ul style="list-style-type: none"> ➢ Julia Alvarez’s Official Website ➢ “In the Name of the Homeland” Interview in the <i>Atlantic Monthly</i> – July 19, 2000 ➢ Something to Declare (1998) ➢ The Dominican Republic: A Country Study ➢ <i>Julia Alvarez’s In the Time of the Butterflies</i> (National Endowment for the Arts – The Big Read) ➢ NJ Registered Holistic Scoring Rubrics ➢ MLA Handbook for Writers of Research Papers |
| Common Core Standards | |
| Grade: 10 | |
| Strand(s): Reading Literature, Writing, Speaking and Listening, Language | |
| Subgroup: RL: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and | Standard # |

Level of Text Complexity

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work
- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Reading Informational Texts: Key Ideas and Details, Craft & Structure, Integration of Knowledge and Ideas

- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance

Subgroup: Writing

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the

audience's knowledge level and concerns.

- Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the argument presented.

- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

- W.9-10.3. Write narratives to develop real or imagined

experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
 - W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
 - W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.
 - W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
 - W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced

searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

- W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - Apply *grades 9–10 Reading standards* to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
 - Apply *grades 9–10 Reading standards* to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
- W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Subgroup: Speaking and Listening

- SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
 - Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
 - Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and

Subgroup: Language

conclusions.

- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
- L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Use a semicolon (and perhaps a conjunctive

| | |
|--|---|
| | <p>adverb) to link two or more closely related independent clauses.</p> <ul style="list-style-type: none"> ○ Use a colon to introduce a list or quotation. ○ Spell correctly. <ul style="list-style-type: none"> ● L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|--|---|

| <u>21st Century Themes</u> | | | | | | | |
|---------------------------------------|---------------------------|---|---|---|---------------------------------|---|----------------------|
| x | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | | Life and Career Skills | | |

| Pine Hill Public Schools Language Arts Curriculum | |
|--|--|
| Unit Title: World Literature – Experience | Unit #: 2 |
| Course or Grade Level: 10 Advanced | Length of Time: 9 weeks |
| Date Created: July 31st 2018 | BOE Approval Date: |
| Pacing | November, December, January - 9 weeks (tentative) |
| Essential Questions | <ul style="list-style-type: none"> ● To what extent do our experiences determine what we perceive? ● How do we form impressions of people? ● How do our own values and beliefs affect the way we see others? ● How can interpretations of an action or event differ between people? |
| Content | <ul style="list-style-type: none"> ● Imagery ● Dramatic Speeches (Monologue, Soliloquy, Aside) ● Persuasive Techniques ● Tragedy (Greek & Shakespearean) ● Summarizing & Using Text Aids ● Paraphrase ● Protagonist/Antagonist ● Character Motivation & Development ● Universal and Culturally Specific Themes ● Tragic Flaw ● Tragic Character ● Blank Verse ● Compare/Contrast Characters ● Internal and External Conflict ● Writing Focus –Expository, Persuasive |

| | |
|-----------------------|--|
| <p>Skills</p> | <ul style="list-style-type: none"> ● Explain the structures in drama ● Identifying the elements in dramatic literature ● Summarize text using textual aids ● Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary ● Demonstrate an understanding of blank verse ● Select and apply reading strategies that are effective for a variety of texts (Previewing, generating questions, visualizing, monitoring, summarizing, evaluating) ● Explain how the structures of drama articulate a playwright’s vision ● Identify different dramatic speeches and their purpose ● Interpret how literary devices affect emotions and understanding ● Identify examples of dramatic irony and its effects ● Analyze the elements of setting and characterization to construct meaning of how characters influence the progression of the plot and resolution of the conflict ● Compare and Contrast characters’ traits and motivation ● Use Standard English conventions in all writing, such as sentences structure, grammar and usage, punctuation, capitalization, and spelling. ● Develop a thesis and create an organizing structure appropriate to purpose, audience, and context ● Support judgments with relevant and substantial evidence and well-chosen details ● Formulate predictions, make inferences, and draw conclusions from texts. ● Analyze the effects of imagery ● Analyze the effects of minor characters |
| <p>Writing</p> | <p>1st essay of 2nd marking period: Expository essay (minimum of 5 paragraph with 3 citations MLA format): Students assemble evidence in support of a thesis, including information on all relevant claims and perspectives, and compose introductory, body, and concluding paragraphs. Expository essays in these grades should address readers’ potential misunderstandings, biases, and expectations, and make distinctions between the relative value and significance of specific data, facts, and ideas. In writing expository essays, Tenth-graders are expected to convey information and technical terms from primary and secondary sources, accurately and coherently, as well as integrate quotations and citations into the text while maintaining the flow of ideas. Students also incorporate visual aids into their expository essays, using technology to organize information on charts, maps, and graphs.</p> <p>Students will research one area of life in Elizabethan England (Queen Elizabeth reigned from 1558–1603; William Shakespeare lived from 1564-1616) and present findings in a clear cohesive expository essay based on facts and data.</p> <p>Topics include:</p> <ol style="list-style-type: none"> 1. Dentistry 2. Hairstyles 3. Men’s/boys’ fashion 4. Women’s/girls’ fashion 5. Food and drink 6. Medicine 7. The Black Plague 8. London’s sewers 9. Education 10. Scientific beliefs/discoveries 11. Astrology 12. Marriage/Wedding customs 13. Crime and punishment 14. Weapons 15. Recreation and sports 16. Occupations/social classes 17. Queen Elizabeth 18. William Shakespeare <p>The purpose of the expository essay is to explain a topic in a logical and straightforward manner. Without bells and whistles, these essays present a fair and balanced analysis of a subject based on facts—with no references to the writer’s opinions or emotions.</p> |

***A properly formatted works cited page needs to be given**

2nd essay of 2nd marking period: Persuasive essay (minimum of 5 paragraphs with a minimum of 3 citations using library databases)

Structure ideas and arguments in a sustained and logical fashion. Persuasive essays in these grades should use specific **rhetorical devices** to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). Tenth-graders are expected to clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Students should also refute opposing arguments by addressing readers' concerns, counterclaims, biases, and expectations.

In a persuasive essay, it's the writer's job to convince the reader to accept a particular point of view or take a specific action. Persuasive essays require good research, awareness of the reader's biases, and a solid understanding of both sides of the issue. A good persuasive essay demonstrates not only why the writer's opinion is correct, but also why the opposing view is incorrect.

- **Choose a position.** Students should think about the issue and pick the side they wish to advocate.
- **Understand the audience.** In order to write an effective persuasive essay, the writer must understand the reader's perspective. Is the reader undecided or inclined to favor one side or the other?
- **Do the research.** A persuasive essay depends upon solid, convincing evidence. Don't rely on a single source. Pull information from multiple websites and reference materials. Speak with community experts and teachers. Read and take notes. There is no substitute for knowledge of both sides of the issue.
- **Identify the most convincing evidence,** as well as the key points for the opposing view.

Assessments

Unit 5 Assessments in Prentice Hall Text

Writing about the Big Question – p.790
Close Reading - p. 796
Essay – p. 835, 861, p. 878
Editorial – p. 1003
Obituary –p. 1003
Research Report – p. 1004-1005, p. 1020
Women's History Report – p. 1004-1005
Advertising Poster – p. 1004-1005
Multimedia Presentation – p. 1004-1005
Performance Tasks – p. 1040-1041
Vocabulary Practice – pre/during selection
Critical Thinking Questions – during/end of selection
Tests – end of selection

Reading Literature, Informational Writing

- What does Brutus mean when he says, "My heart doth joy that yet in all my life/ I found no man but he was try to me"? Do these lines express a positive attitude or blindness toward others? Explain.
- Using the definition of a tragic hero, which character has more characteristics of Shakespeare's tragic heroes? Support your answer with details from the text.
- Compare and contrast Cassius and Brutus. Give specific examples in support of your points. Find examples that show that the two men are foils. What do the differences between the two help to emphasize about Brutus' character?
- What is the relationship between a person's individual faults and his or her abilities as a leader? Use character examples from the play.
- How does the author portray the major themes in the play? Use textual support.
- Answer critical thinking questions for deeper understanding from *William Shakespeare's Julius Caesar* (<http://us.penguinroup.com/static/pdf/teachersguides/caesar.pdf>).

(RL.9-10.2,3,6 - W.9-10.1,2,4,5 – L.9-10.1,2,3,6)

Research and Technology – Global Awareness Lessons

Research more about the life that married aristocratic women like Calpurnia and Portia led in ancient Rome. Then, write a women's history report. Follow these guidelines:

- Develop a comprehensive research plan to find and evaluate information from primary and secondary sources.
- Compare these two characters with the typical upper-class woman of the time.
- Consider the role of each in political affairs and in relation to her husband.

Create an advertising poster for a historically accurate performance of *Julius Caesar*. Include an illustration and appropriate text that capture the essence of the performance. Conduct research to find information about the following:

- The design of ancient Roman theater
- The costumes
- The actors: were they men or women or both?

information to attract spectators' interest in the play, such as enticing details about the plot. Create an appropriate and appealing presentation.

Create a multimedia presentation on the philosophy of Stoicism. Conduct research to identify the main beliefs of the movement. Follow these research strategies:

- Paraphrase the information you find in your research sources.
- Find visuals or music to accompany the information you will present.
- Organize the information you will use from most to least important. Put main ideas and evidence that supports your ideas at the top of the list.
- Be sure to collect full information about each source you use: title, author, page number on which the information is found.

presentation, explain ways in which Brutus' behavior and attitudes reflect or do not reflect the ideas of Stoicism.
0.1,2,3,4,5,6)

Language Usage

Read a classmate's draft essay for one of the activities listed above. Discuss which changes might improve the quality of the writing. Students use editing guide stemming from Common Core Standards.

(L.9-10.1,2,3,4,5,6)

Reading Literature, Speaking and Listening

With a partner, give a dramatic reading of Cassius' discussion with Brutus in lines 132-177 of Act I, Scene ii. Review Act I for hints about the personality of each man. Let your knowledge of the characters guide your tone of voice and attitude.

Follow these suggestions:

- Make notes about how you want to pronounce certain lines: with contempt, with surprise, with suspicion, or with concern.
- Remember to project your voice strongly if you want to say a line loudly. Lower your voice if you want to convey a softer, quieter tone.
- Practice your parts and present your reading to the class.

Lead the class in a discussion to compare and contrast the experience of reading the scene silently to oneself with the experience of hearing it performed with different voices for the different roles.

Have students perform Brutus' and Antony's funeral speeches. As a class, discuss the persuasive techniques used and which speech was most effective.

0, 1-7, SL.9-10.1,2,3,4,5,6)

| | |
|---|---|
| Interventions / differentiated instruction | Modifications/ Accommodations <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers |
| Inter-disciplinary Connections | <ul style="list-style-type: none"> ● Technology and Media Literacy ● ICT Literacy ● Global Awareness & Historical Context <ul style="list-style-type: none"> ● Ancient Greek Funeral Rites, Greek Chorus, Roman Society, Archaic Word Forms, Roman Augurs, The Roman Senate, The Roman Forum, Stoicism, Roman Triumphs ● Art, Music and Media <ul style="list-style-type: none"> ➢ Ancient Greek and Roman Art, Music, Sculpture, and Architecture – Acropolis, Parthenon, Greek Temples ➢ Metropolitan Museum of Art (http://www.metmuseum.org/toah/hi/te_index.asp?i=20) |
| Lesson resources | <ul style="list-style-type: none"> ● Fiction & Nonfiction Selections from Unit 5 of Prentice Hall 10th Grade Textbook Scholastic <i>UpFront</i> Magazine Informational Text Selections ● Novel Student Choice: AR Selections ● Drama <ul style="list-style-type: none"> ➢ <i>The Tragedy of Julius Caesar</i> – (Shakespeare, William) ➢ <i>Antigone</i> – (Sophocles) ➢ <i>From An Enemy of the People</i> – (Ibsen, Henrik) ● Film <ul style="list-style-type: none"> ➢ <i>Antigone</i> ➢ <i>The Tragedy of Julius Caesar</i> ● Informational Texts <ul style="list-style-type: none"> ➢ “Santa Claus Meets Sophocles” Drama Review – (Murray, Matthew) ➢ “A Prequel to Antigone” – (Sommers, Elyse) ● Additional Resources <ul style="list-style-type: none"> ➢ Folger Shakespeare Library (http://www.folger.edu/template.cfm?cid=2780) ➢ <i>William Shakespeare’s Julius Caesar</i> (http://us.penguin.com/static/pdf/teachersguides/caesar.pdf) |

- Current Newspaper Articles on Political Issues
- Metropolitan Museum of Art (http://www.metmuseum.org/toah/hi/te_index.asp?i=20)
- NJ Registered Holistic Scoring Rubric
- MLA Handbook for Writers of Research Papers

Common Core Standards

Grade: 10

Strand(s): Reading Literature, Writing, Speaking and Listening, Language

Subgroup: RL: Key Ideas and Details
Reading Informational Texts: Craft & Structure,
Integration of Knowledge and Ideas

- RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3: Analyze how complex characters (e.g. those with conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- R.L.9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.
- R.L.9-10.9: Analyze how an author draws on and transforms source material in a specific work.
- RI.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- RI.9-10.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone
- RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9: Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts
- RI.9-10.10: Read and comprehend literary nonfiction in the grades9-10 text complexity band proficiently, with scaffolding as

| | |
|---|--|
| | needed at the high end of the range. |
| Subgroup: Writing | <ul style="list-style-type: none"> ● W.9-10.1: Write arguments to support claims in an analysis or substantive topics or texts, using valid reasoning and relevant and sufficient evidence ● W.9-10.2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ● W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) ● W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| Subgroup: Speaking and Listening | <ul style="list-style-type: none"> ● SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on grades 9-10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively ● SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats, evaluating the credibility and accuracy of each source ● SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence ● SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ● SL.9-10.5: Make strategic use of digital media in presentations to enhance understandings of findings, reasoning, and evidence and to add interest. ● SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) |
| Subgroup: Language | <ul style="list-style-type: none"> ● L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. ● L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● L.9-10.5: Demonstrate understanding of figurative language, |

| | | | | | | | |
|--|---------------------------|---|---|---|--|---|----------------------|
| | | | | | word relationships, and nuances in word meanings. | | |
| | | | | | <ul style="list-style-type: none"> L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. | | |
| <u>21st Century Themes</u> | | | | | | | |
| x | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | | Health Literacy |
| <u>21st Century Skills</u> | | | | | | | |
| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | | Life and Career Skills | | |

| | |
|---|--|
| Pine Hill Public Schools Language Arts Literacy Curriculum | |
| Unit Title: World Literature: Progress | Unit #: 3 |
| Course or Grade Level: 10 Advanced | Length of Time: 9 weeks |
| Date Created: July 31st 2018 | BOE Approval Date: |
| Pacing | January, February, March – 9 weeks (tentative) |
| Essential Questions | <ul style="list-style-type: none"> Can progress be made without conflict? How do relationships change after conflict? What kind of knowledge changes our lives? How do we understand what is truly important in life? |
| Content | <ul style="list-style-type: none"> Author's Purpose Tone Drawing Conclusions Making Inferences Symbolism/Allegory Comparing Tone Comparing Point of View Character Motivations Characterization (Direct/Indirect) Character Development (Dynamic, Static, Round, Flat) Theme Writing Focus – Informational, Persuasive, Research Inquiry(end of 3rd going into beginning of 4th) |
| Skills | <ul style="list-style-type: none"> Consider religious, generational, and cultural conflicts, effects of modernization, political struggle, and other themes common to many literary works. Explore the changing social structures of societies through analysis of literary works Explore various literary devices in plot development such as suspense, foreshadowing, symbolism, and extended metaphor. Offer insightful inferences regarding the themes of the text. Create a clear, original, specific thesis statement. Organize concrete evidence and supporting textual details to support a thesis statement. Write appropriate transitions to organize paragraphs. |

| | |
|----------------|---|
| | <ul style="list-style-type: none"> Analyze how literary devices convey theme. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g. analyze, analysis, analytical, advocate, advocacy) |
| Writing | <p>1st paper of 3rd marking period: Informative, its goal is to simply provide an explanation. Informative essays that define provide their explanation using one of three methods: They can use synonyms to explain what the new term is similar to, categories to help the reader see where the term fits in compared to others, or negation to allow the reader to understand the term by seeing what it isn't. Informational essays can share ideas and opinions of the writer within the essay.</p> <p>“African culture is foreign to American teenagers and the history of apartheid is unfamiliar to our students. Apartheid, which literally means apartness in Afrikaans, was a legal system of classification into racial groups that was a legacy of British colonialism, but legally existed from 1948-1991. In practice, the system of apartheid limited the political influence and access to services such as health care and education for anyone classified as Black, Indian or Colored. Another prominent feature of apartheid was the forced resettlement to distant "homelands," which further reduced the legal rights of non-whites. The lasting legacy of apartheid in South Africa, similar to segregation in America, is a system of inequalities.⁷ As an introductory activity, students will explain segregation and the Civil Rights movement in the United States. They will write a definition, in their own words, for both racism and prejudice. After students bring their background knowledge to the table, we will read a brief history of South Africa and apartheid. Students will draw connections between the systems of segregation in America and South Africa. Nelson Mandela's Nobel Peace Prize address from December of 1993 will further enhance student understanding. Students will immediately notice the references to Martin Luther King Jr. and be able to understand the similarities in the references to segregation in America. One line of the speech states: "At the southern tip of the continent of Africa, a rich reward is in the making, an invaluable gift is in the preparation, for those who suffered in the name of all humanity when they sacrificed everything - for liberty, peace, human dignity and human fulfillment."⁸ With this line, we will begin the process of creating a thematic connection between each nation that has to do with acceptance and respect for difference and the promotion of social consciousness above personal prejudices.” (taken from Yale National Initiative) (RI.9-10.5, W.9-10.2, W.9-10.4)</p> <ul style="list-style-type: none"> ➤ Research a number of important events in South Africa's history, such as the Sharpeville Massacre and the Soweto riots. Have students prepare a time line of recent South African history, beginning with the Sharpeville Massacre of 1960. Tell students to research news magazines, newspapers, and the Internet. ➤ Have students research a black South African ethnic group, such as the Zulu, Xhosa, Tsonga, Venda, or Swazi. Students then write an informational paper in which they describe the history, customs, beliefs, and other aspects of the group's culture. ➤ Have students investigate apartheid and the life and work of one of the famous anti-apartheid leaders, such as Steve Biko, Nelson Mandela, or Robert Sobukwe. Students will write an informational paper describing their efforts and participation. <p>2nd paper of 3rd marking period: Persuasive, Persuasive essay (minimum of 5 paragraphs with a minimum of 3 citations using library databases)</p> <p>Structure ideas and arguments in a sustained and logical fashion. Persuasive essays in these grades should use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). Tenth-graders are expected to clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. Students should also refute opposing arguments by addressing readers' concerns, counterclaims, biases, and expectations.</p> <p>In a persuasive essay, it's the writer's job to convince the reader to accept a particular point of view or take a specific action. Persuasive essays require good research, awareness of the reader's biases, and a solid understanding of both sides of the issue. A good persuasive essay demonstrates not only why the writer's opinion is correct, but also why the opposing view is incorrect.</p> |

| | |
|--|---|
| | <ul style="list-style-type: none"> ● Choose a position. Students should think about the issue and pick the side they wish to advocate. ● Understand the audience. In order to write an effective persuasive essay, the writer must understand the reader’s perspective. Is the reader undecided or inclined to favor one side or the other? ● Do the research. A persuasive essay depends upon solid, convincing evidence. Don’t rely on a single source. Pull information from multiple websites and reference materials. Speak with community experts and teachers. Read and take notes. There is no substitute for knowledge of both sides of the issue. ● Identify the most convincing evidence, as well as the key points for the opposing view. <p>3rd paper of 3rd marking period-Inquiry Research (This paper will be presented at the end of 3rd marking period and will end during 4th marking period).</p> <p>Teach Inquiry and inquiry based questions revolving around their topic of choice. Students will be able to choose what it is that they would like to present to their audience in their essay. Students develop a list of questions that then become the basis for their research paper. Students will identify a specific and viable focus for research and generate a working thesis statement.</p> |
| <p>Assessments</p> | <p><i>Units 2 & 3 Assessments in Prentice Hall Text</i></p> <p>Writing about the Big Question – p.222 & 442 Character Analysis & Close Reading - p. 228, p. 367 Problem and Solution Essay – p. 420 Viewing and Evaluating a Speech – p. 430 Letter – p. 445, p. 555 Critique – p. 575 Persuasive Essay – p. 532, p. 604 Performance Tasks – p. 436-437, 620-621 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection Tests – end of selection</p> <p><i>Language Mechanics</i></p> <p>Read a classmate’s draft essay for one of the activities listed above. Discuss which changes might improve the quality of the writing. Students use editing guide stemming from Common Core Standards. (L.9-10.1,2,3,4,5,6)</p> <p><i>Speaking and Listening</i></p> <p>Reflect on seminar questions, take notes on your responses, and note the page numbers of the textual evidence you will refer to in your seminar and/or essay answers. Share your notes with a partner for feedback and guidance. Have you interpreted the text correctly? Is your evidence convincing? This collaboration can be done in a journal or on a shared online document. (RL.9-10.1, SL.9-10.1)</p> |
| <p>Interventions / differentiated instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps |

| | |
|--|--|
| | <ul style="list-style-type: none"> ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers |
| <p>Inter-disciplinary Connections</p> | <ul style="list-style-type: none"> ● Technology and Media Literacy ● ICT Literacy ● Global Awareness & Historical Context ● Art, Music, and Media ➤ Burkina Faso, <u>hawk mask</u> (no date) ➤ Congo, <u>power figure</u> (nineteenth – twentieth centuries) ➤ Gabon, <u>mask for the Okuyi Society</u> (late nineteenth century) ➤ Ivory Coast, <u>leopard stool</u> (twentieth century) ➤ Mali, <u>standing female figure</u> (late nineteenth or early twentieth century) ➤ Nigeria, <u>House of the Head Shrine: Equestrian, Yoruba</u> (nineteenth to twentieth century) ➤ Yinka Shonibare MBE, <u>Air</u> (2010) ➤ Yinka Shonibare MBE, <u>Earth</u> (2010) ➤ Yinka Shonibare MBE, <u>Fire</u> (2010) ➤ Yinka Shonibare MBE, <u>Water</u> (2010) <p><i>Art, Speaking and Listening</i></p> <p>Study the selected traditional African artworks. Compare the two standing figures from Mali and Congo. What do you see? What features are present in both figures? After examining these figures, what characteristics might you think are distinct to the region in which they were created? Now, examine the four works created by contemporary artist Yinka Shonibare. Shonibare was born in Nigeria, heavily affected by colonialism, and moved to study art in the West. Can you see Western influences in his work? Is Shonibare trying to reconcile any conflicts in these figures? Do you see the effects of colonialism (or postcolonialism) in his artwork? If so, what are the evident effects? (SL.9-10.1, SL.9-10.2)</p> <p>Suggest that students create a poster promoting interracial cooperation and understanding. You might display these posters in the classroom or school hallway. (SL.9-10.1, SL.9-10.2)</p> |
| <p>Lesson resources</p> | <ul style="list-style-type: none"> ● Fiction & Nonfiction Selections labeled as “More Challenging” from Units 2 & 3 of Prentice Hall 10th Grade Textbook Scholastic <i>UpFront</i> Magazine Informational Text Selections ● Drama <ul style="list-style-type: none"> ➤ “<i>Master Harold</i>” ...and the boys (Fugard, Athol) ● Poems <ul style="list-style-type: none"> ➤ <i>Poems of Black Africa</i> (Soyinka, Wole) ● Novels <ul style="list-style-type: none"> ➤ <i>Kaffir Boy</i> (Mathabane, Mark) ➤ <i>Things Fall Apart</i> (Achebe, Chinua) |

| | |
|--|---|
| | <ul style="list-style-type: none"> ➤ <i>Cry, the Beloved Country</i> (Paton, Alan) ● Autobiographies & Biographies <ul style="list-style-type: none"> ➤ <i>Long Walk to Freedom: The Autobiography of Nelson Mandela</i> (Mandela, Nelson) ➤ “Nelson Mandela” – (Brink, Andre) ● Speeches <ul style="list-style-type: none"> ➤ Nobel Prize in Literature Lecture (1993) (Mandela, Nelson) ● Short Stories <ul style="list-style-type: none"> ➤ “Marriage is a Private Affair” – (Achebe, Chinua) ● Documentary Film <ul style="list-style-type: none"> ➤ <i>Real Stories from a Free South Africa</i> ● Supplements for Compare/Contrast with Related Themes and Concepts <ul style="list-style-type: none"> ➤ <i>I Know Why the Caged Bird Sings</i> – (Angelou, Maya) ➤ “Letter from Birmingham Jail” - (King, Jr., Dr. Martin Luther) ➤ “ I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963” (King, Jr., Dr. Martin Luther) ● Additional Resources <ul style="list-style-type: none"> ➤ Current Events from Newspaper ➤ <u><i>Women in Africa: Tradition and Change</i></u> (National Endowment for the Humanities) (RL.9-10.1, RL.9-10.6, RL.9-10.10) ➤ <u><i>Chinua Achebe’s Things Fall Apart: Teaching Through the Novel</i></u> (National Endowment for the Humanities) (RL.9-10.1, RL.9-10.6, RL.9-10.10) (This lesson can be used alone or in conjunction with the related lesson Chinua Achebe’s Things Fall Apart: Oral and Literary Strategies.) ➤ Yale National Initiative (http://teachers.yale.edu/curriculum/search/viewer.php?id=initiative_06.01.10_u) ➤ NJ Registered Holistic Scoring Rubric ➤ MLA Handbook for Writers of Research Papers |
|--|---|

Common Core Standards

Grade 10

Strand(s): Reading Literature, Writing, Speaking and Listening, Language

| | |
|--|--|
| <ul style="list-style-type: none"> ● Subgroup: RL: Key Ideas and Details RI: Craft & Structure, Integration of Knowledge and Ideas | <ul style="list-style-type: none"> ● RL.9-10.1: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. ● RL.9-10.4: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). ● RL.9-10.6: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ● RI.9-10.5: Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). |
|--|--|

| | |
|--|--|
| | <ul style="list-style-type: none"> ● RI.9-10.7: Analyze various accounts of a subject told in different mediums (e.g. a person’s life story in both print and multimedia), determining which details are emphasized in each account. ● RI.9-10.8: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. |
|--|--|

| | |
|--------------------------|--|
| Subgroup: Writing | <ul style="list-style-type: none"> ● W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) ● W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.) ● W.9-10.6: Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.9: Draw evidence from literary or informational texts to support analysis, reflection, and research. |
|--------------------------|--|

| | |
|---|---|
| Subgroup: Speaking and Listening | <ul style="list-style-type: none"> ● SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.) |
| Subgroup: Language | <ul style="list-style-type: none"> ● L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing and speaking. ● L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing ● L.9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ● L.9-10.6: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |

21st Century Themes

| | | | | | | | |
|---|------------------|--|---|---|----------------|--|-----------------|
| x | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | | Health Literacy |
|---|------------------|--|---|---|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|---|----------------|---|-------------------------------|---|-------------------|---|----------------------|
| x | Creativity and | x | Critical Thinking and Problem | x | Communication and | x | Information Literacy |
|---|----------------|---|-------------------------------|---|-------------------|---|----------------------|

| | | | | | | | |
|---|----------------|---|--------------|--|------------------------|--|--|
| | Innovation | | Solving | | Collaboration | | |
| x | Media Literacy | x | ICT Literacy | | Life and Career Skills | | |

| Pine Hill Public Schools Language Arts Curriculum | |
|--|--|
| Unit Title: World Literature: Family | Unit #: 4 |
| Course or Grade Level: 10 Advanced | Length of Time: 9 weeks |
| Date Created: July 31st 2018 | BOE Approval Date: |
| Pacing | April – June – 9 Weeks (tentative) |
| Essential Questions | <ul style="list-style-type: none"> ● How has your family’s history affected your life? ● How will your life affect your family’s history? ● What does your family dream for you? What do you want for yourself? What happens when these conflict? |
| Content | <ul style="list-style-type: none"> ● Cause and Effect ● Irony ● Compare Worldviews ● Character Development ● Plot (Structure) ● Conflict (Internal/External) ● Point of View ● Tone ● Author’s Purpose ● Setting ● Theme ● Cultural Context ● Inference ● Predictions ● Generate Questions ● Flashback ● Foreshadowing ● Suspense ● Writing Focus – Narrative |
| Skills | <ul style="list-style-type: none"> ● Cite evidence to analyze both themes and characterization ● Cite evidence and analyze both structure and details to identify main ideas and evaluate their development across formats and media outlets ● Evaluate evidence used in arguments ● Compose arguments, informational/explanatory texts, and narratives ● Engage in research and use technology ● Practice organization, style, revision, and editing to achieve desired effects on particular audiences by making choices about how to use language conventions ● Analyze family and cultural relationships and use evidence from the text to support inferences ● Plan, deliver, and listen to presentations based on studies, and utilize research, writing, technology, and audience analysis to do so ● Synthesize information presented in different formats to generate a coherent understanding of an issue ● Write an account from another character’s point of view and develop narrative elements with well-chosen, revealing details ● Interpret figures of speech and analyze their role in texts to compare how culture, family, race, and identity are represented |
| Writing | <p>1st paper of 4th marking period Informational or Expository (Teachers choice)</p> <ol style="list-style-type: none"> 1. How are the notions of balance (yin and yang) and energy flow (feng shui) important themes in the |

| | |
|---------------------------|---|
| | <p>novel? Does the Chinese notion of balance and flow translate to the characters' lives in America?</p> <ol style="list-style-type: none"> 2. <i>The Joy Luck Club</i> was written as a collection of short stories. Is the order important? Could this have been told as a single story? What would that change? 3. In your experience, does the book reinforce or shatter stereotypes of Chinese culture? 4. By telling a story from the perspective of Chinese immigrants and first-generation Americans, what does the book reveal about American culture? 5. Tan has said that she wishes to break from "the ghetto of ethnic literature." Does <i>The Joy Luck Club</i> cross from the ethnic to the universal? 6. Although June is not sure why her mother gives her the jade necklace, she assumes it's because of her humiliation by Waverly. Is she right? 7. How do the struggles of the daughters mirror the tragedies of their mothers? What does this suggest about the relationships between parents and children? 8. Ying-ying sees herself as both a tiger and a ghost. Why does she use these characterizations? How would Lena? How would they be different? 9. The "broken English" of the mothers is often more colorful than the "perfect English" of their daughters. How does the way the mothers choose to express themselves reflect their identities? What is lost in translation? 10. How do the mothers decide to use their mah jong winnings? Does this show assimilation? Why, or why not? <p><i>Personal Narratives based on text-to-self, text-to-text, text-to-world connections</i></p> <ul style="list-style-type: none"> • How has your family's history affected your life? How will your life affect your family's history? • What does your family dream of for you? What do you want for yourself? What happens when these conflict? • Why might people emigrate from one country to another? • What are the issues and arguments involved with immigration in the stories and news we've been reading? • How do you think the characters we've read about would respond to today's political debates? How would you respond if you were in their situations? • Compare/contrast your families' experiences to those they read about, and analyze the multiple perspectives and outcomes related to border crossing that result. <p>[RL.9-10.1-7, W.9-10.1-6, L.9-10,1-3]</p> |
| <p>Assessments</p> | <p><i>Assessments in Prentice Hall Text</i></p> <p>Writing about the Big Question – see Units 1-4 Close Reading Performance Tasks – see Units 1-4 Vocabulary Practice – pre/during selection Critical Thinking Questions – during/end of selection end of selection</p> <p><i>Research, Multimedia Projects</i></p> <ul style="list-style-type: none"> • Compose a script and use it to create a presentation via PowerPoint, MovieMaker, or a multimedia website that presents your audience with an immigration narrative, an explication of immigration issues or border crossing in US culture today, or an analysis of a cultural conflict. <p>[W.9-10.1,7-10, SL.9-10.2,5]</p> |

| | |
|--|--|
| | <p>Research, Speaking and Listening, Debate & Persuasion</p> <p>Organize and implement a formal debate about immigration in the United States today using arguments, evidence, and illustrations generated from studying the unit’s texts and your personal knowledge/experiences. [SL.9-10.1-6]</p> <p>Benchmark Assessment</p> <p>Test on the skills and Common Core Standards covered in this unit</p> <p>Use 4 and 6 point NJ Holistic Writing Rubric.</p> |
| <p>Interventions / differentiated instruction</p> | <p>Modifications/ Accommodations</p> <ul style="list-style-type: none"> ● Extended time for completion of assignments or tests ● Additional time for reading assignments ● Time for repeated review or drill ● Small groups ● Reduction of paper/pencil tasks ● Shortened assignments ● Assignment notebooks ● Study sheets/summary sheets/outlines of most important facts ● Supplemental aids (vocabulary, summary cards, modern translation of original work, etc.) ● Visual demonstrations ● Presentation of material in small steps ● Read or paraphrase subject matter ● Instructions/directions given in different channels (written, spoken, demonstration) ● Visual or multisensory materials ● Functional level materials ● Mnemonic aids/devices ● Overhead/outline for desk use ● Credit for class participation, effort and attendance ● Additional time for test preparation ● Review/testing matched to student pace ● Test directions read/explained thoroughly ● Oral, short-answer, modified tests ● Tutoring assistance (peer, pal, teacher, etc.) ● Emphasis on successes ● Graphic Organizers |
| <p>Inter-disciplinary Connections</p> | <ul style="list-style-type: none"> ● Technology and Media Literacy ● ICT Literacy ● Global Awareness & Historical Context ● Art, Music and Media |
| <p>Lesson resources</p> | <ul style="list-style-type: none"> ● Fiction & Nonfiction Selections labeled as “More Challenging” from all units of Prentice Hall 10th Grade Textbook Scholastic <i>UpFront</i> Magazine Informational Text Selections ● Novel <ul style="list-style-type: none"> ➢ <i>The Joy Luck Club</i> – (Tan, Amy) ● Informational Texts <ul style="list-style-type: none"> ➢ PBS Documentary – <i>Searching for Asian America</i> ➢ PBS Documentary – <i>Becoming American: The Chinese Experience</i> ➢ News stories related to the topic of illegal immigration in the American Southwest <ul style="list-style-type: none"> ➢ Video and Online Texts – “Arizona Gears Up for Protracted Immigration Fight” (Thornburgh), “Arizona’s Immigration Law Costing Millions,” “Drafting Students into the ‘War on |

Immigration” (Deterline), and “Fox News and the Arizona Immigration Law”

- Comparison Texts (To explore culture, family, race, and identity)
 - “Battle Royal” from *Invisible Man* – (Ellison, Ralph)
 - Excerpts from *House on Mango Street* – (Cisneros, Sandra)
 - *American Born Chinese* – Graphic Novel (Luen Yang, Gene)
- Film
 - *The Joy Luck Club*
- Additional Resources
 - [Amy Tan’s *The Joy Luck Club*](#) (National Endowment for the Arts – The Big Read)
 - “Using *The Joy Luck Club* to Teach Core Standards and 21st Century Literacies” – (David Burns, Leslie and Botzakis, Stergios G.)
 - Bloom, Harold, ed. *Amy Tan’s “The Joy Luck Club”* (Bloom’s Modern Critical Interpretations). New York: Chelsea House Publications, 2002.
 - Arkush, R. David, and Leo O. Lee, eds. *Land Without Ghosts: Chinese Impressions of America from the Mid-Nineteenth Century to the Present*. Berkeley: University of California Press, 1989.
 - Bennani, Ben., ed. “The World of Amy Tan.” *Paintbrush: A Journal of Poetry and Translation* 22 (Autumn, 1995). Special Edition
 - Shea, Renee Hausmann and Deborah Wilchek. *Amy Tan in the Classroom: The Art of Invisible Strength* (The NCTE High School Literature Series). National Council of Teachers of English, 2005.
 - Snodgrass, Mary Ellen. *Amy Tan: A Literary Companion* (McFarland Literary Companions). Jefferson, NC: McFarland and Company, 2004.
 - Websites:
 - <http://teachmulticulturallit.wikispaces.com/Joy+Luck>
 - www.amytan.net – Amy Tan’s Official Website
 - The Chinese in California: San Francisco’s Chinatown – Library of Congress Website
 - Chinese in America: 1850-1925 – Library of Congress Teacher Resources Collection
 - The Chinese Historical Society of America Museum and Learning Center
 - Chinese Cultural Center of San Francisco
 - Chinese Immigrants and the Building of the Transcontinental Railroad
 - NJ Registered Holistic Scoring Rubrics
 - MLA Handbook for Writers of Research Papers
 - Blog Website

Common Core Standards

Grade: 10

Strand(s): Reading Literature, Writing, Speaking and Listening, Language

Subgroup: RL: Key Ideas and Details, Craft and Structure, Integration of Knowledge and Ideas, Range of Reading and Level of Text Complexity

Standard #

- RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RL.9-10.2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RL.9-10.3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance

the plot or develop the theme.

- RL.9-10.4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- RL.9-10.7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment
- RL.9-10.9. Analyze how an author draws on and transforms source material in a specific work
- RL.9-10.10. By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- RI.9-10.3. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
- RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
- RI.9-10.5. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

Reading Informational Texts: Key Ideas and Details, Craft & Structure, Integration of Knowledge and Ideas

- RI.9-10.7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- RI.9-10.9. Analyze seminal U.S. documents of historical and literary significance

Subgroup: Writing

- W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
 - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - Provide a concluding statement or section that follows from and supports the argument presented.
- W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
 - Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- W.9-10.3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
 - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
 - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations

| | |
|--|--|
| | <p>for writing types are defined in standards 1–3 above.)</p> <ul style="list-style-type: none"> ● W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. ● W.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically. ● W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. ● W.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. ● W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <ul style="list-style-type: none"> ○ Apply <i>grades 9–10 Reading standards</i> to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”). ○ Apply <i>grades 9–10 Reading standards</i> to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”). ● W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |
| <p>Subgroup: Speaking and Listening</p> | <ul style="list-style-type: none"> ● SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. <ul style="list-style-type: none"> ○ Come to discussions prepared, having read and |

Subgroup: Language

researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- SL.9-10.3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
- SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- SL.9-10.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.9-10.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Use parallel structure.*
 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional,

| | |
|--|--|
| | <p>absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <ul style="list-style-type: none"> ● L.9-10.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> ○ Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ○ Use a colon to introduce a list or quotation. ○ Spell correctly. ● L.9-10.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. |
|--|--|

21st Century Themes

| | | | | | | | |
|---|------------------|--|---|---|----------------|--|-----------------|
| x | Global Awareness | | Financial, Economic, Business, and Entrepreneurial Literacy | x | Civic Literacy | | Health Literacy |
|---|------------------|--|---|---|----------------|--|-----------------|

21st Century Skills

| | | | | | | | |
|---|---------------------------|---|---------------------------------------|---|---------------------------------|---|----------------------|
| x | Creativity and Innovation | x | Critical Thinking and Problem Solving | x | Communication and Collaboration | x | Information Literacy |
| x | Media Literacy | x | ICT Literacy | | Life and Career Skills | | |

