

**FRANCIS LEWIS HIGH SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
GRADE 10, UNIT 1**

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**UNIT TITLE/FOCUS: Voice (Identity, Revolution, Perspective, Leadership)
UNIT LENGTH: 8-10 Weeks**

Essential Question: Why does voice matter?

Guiding Questions

- How does behavior affect communication?
- How does tone reflect voice?
- What makes one voice more powerful than another?
- How can our voices be heard through different mediums?
- How can voice have the ability to change perspective or behavior?
- How can we organize a narrative essay?
- How can we use narrative writing techniques to create voice?

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Have students interview a member of their school community and/or a family member. Write a five-paragraph narrative essay about the interviewee based on the responses that are given during the interview. The essay should serve to answer the essential question while focusing on a central topic to be determined by the teacher and/or student.

- Interview notes/questions
- First draft of narrative essay
- Peer Editing/Self Editing Checklist
- Final Draft of narrative essay submitted for teacher feedback.
- Publication of final draft. (Portfolio)
- Quizzes/Tests at teacher's discretion.

TEACHING AND LEARNING PLAN

Teacher will...

- Engage students in reflective discussions/ seminars about unit themes.
- Teach elements of narrative writing
- Model analysis of fiction/nonfiction narrative text
- Model peer feedback process.
- Provide guidelines for writing process and self-assessment
- Provide feedback on student work including the performance task
- Guide submission of final drafts for portfolio.

Students will...

- Read informational and/or literary texts which reflect unit/curricular themes
- Discuss informational and/or literary texts which reflect unit/curricular themes
- Identify elements of narrative writing

- Read, discuss, and analyze fiction/non-fiction narrative(s) which reflect unit/curricular themes.
- Use maps/charts/graphic organizers to develop writing task
- Draft, revise, and edit, and submit narrative essay
- Post to student portfolio for archival retention.

Suggested Resources:

Novels/Plays/Short Stories:

Winesburg, Ohio – Sherwood Anderson
Go Ask Alice! – Anonymous
Girl With a Pearl Earring – Tracy Chevalier
Desiree’s Baby – Kate Chopin
I am the Cheese – Robert Cormier
I Never Promised You a Rose Garden – Joanne Greenberg
Thank you M’am – Langston Hughes
Les Misérables – Victor Hugo
Charles – Shirley Jackson
The Secret Life of Bees – Sue Monk Kidd
Annie John – Jamaica Kincaid
The Crucible – Arthur Miller
The Learning Tree – Gordon Parks
One Day in the Life of Ivan Denisovich – Aleksandr Solzhenitsyn
Cat on a Hot Tin Roof – Tennessee Williams
The Glass Menagerie – Tennessee Williams
Black Boy – Richard Wright
Night - Elie Wiesel
Diary of a Young Girl - Anne Frank
In the Time of the Butterflies - Julia Alvarez
Monster - Walter Dean Myers [Ramp-Up Text]

Non-fiction Informational Texts:

Discovery of a Father – Sherwood Anderson
 “I Know Why the Caged Bird Sings” – Maya Angelou
 “On Women’s Right to Vote” – Susan B. Anthony
 “Gone Like the Wind” – Buzz Bissinger
A Christmas Memory – Truman Capote
Narrative of the Life of Frederick Douglass
Zlata’s Diary – Zlata Filipović
The Diary of Anne Frank
The Freedom Writer’s Diary – Erin Gruwell
 “Hold Fast Your Dreams – and Trust Your Mistakes” – Billy Joel
 “Voting Rights Act Address” – Lyndon B. Johnson Inaugural Speech – John F. Kennedy
 “I Have a Dream” – Speech by Martin Luther King Jr.
 “Gettysburg Address” – Abraham Lincoln
The Education of a Baseball Player – Mickey Mantle
A Child Called It – Dave Pelzer
 “The Children’s Era” – Margaret Sanger
The Grandfather – Gary Soto
Mother Tongue – Amy Tan
Keep Memory Alive – Elie Wiesel
Night – Elie Wiesel
 “On the Atrocities in Sudan” – Elie Wiesel

Web Sources:

www.discoveryeducation.com (videos – free registration)

www.history.com/speeches

www.nancykeane.com (lists of non-fiction works)

Poetry/Songs:

Rolling in the Deep - Adele

Beautiful- Christina Aguilera *Phenomenal*

Woman – Maya Angelou *Young Soul* – Amiri

Baraka

Ballad of a Faithless Wife – Charles Causley

The Firefly Letters: A Suffragette’s Journey to Cuba – Margarita Engle

Choices – Nikki Giovanni

I’m Not Lonely – Nikki Giovanni

Things Left Unsaid: A Novel in Poems – Stephanie Hemphill

Dreams – Langston Hughes

Lift Every Voice and Sing – James Weldon Johnson

Ride a Wild Horse – Hannah Kahn

Born This Way- Lady Gaga

The Way It Is – Gloria Oden

Young – Anne Sexton

The Rose that Grew From Concrete- Tupac Shakur

I am a Rock- Simon and Garfunkel

On the Inclusion of Miniature Dinosaurs in Breakfast Cereal Boxes – John Updike

Women – Alice Walker

Lineage – Margaret Walker

Memory – Margaret Walker

Rehab – Amy Winehouse

Miscellaneous Additional Resources:

Return to Auschwitz (Oprah Winfrey video interview and tour with Elie Wiesel)

New York State Common Core Learning Standards:**Reading Literature 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.
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.
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. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.
11. Interpret, analyze, and evaluate narratives, poetry, and drama, aesthetically and ethically by making connections to: other texts, ideas, cultural perspectives, eras, personal events and situations.
 - b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Informational Texts 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.
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.
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).
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).
6. Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
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.

Writing 9-10

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
 - a. 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.
 - b. 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.
 - c. 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.
 - d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - e. Provide a concluding statement or section that follows from and supports the argument presented.
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.)
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 55.)
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.
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.
11. Create literary texts that demonstrate knowledge and understanding of a wide variety of texts of recognized literary merit.
 - a. Engage in a wide range of prewriting experiences, such as using a variety of visual

- representations, to express personal, social, and cultural connections and insights.
- b. Identify, analyze, and use elements and techniques of various genres of literature.
 - d. Create poetry, stories, plays, and other literary forms (e.g. videos, art work).

Listening and Speaking 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.
 - a. 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.
 - b. 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.
2. 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.
 - e. Seek to understand other perspectives and cultures and communicate effectively with audiences or individuals from varied backgrounds.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
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.
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.
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 here for specific expectations.)

Language 9-10

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use parallel structure.
 - b. 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.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
 - b. Use a colon to introduce a list or quotation.
 - c. Spell correctly.
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.
 - a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, *Turabian's Manual for Writers*) appropriate for the discipline and writing type.
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases

- based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.
- a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
 - b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *analyze, analysis, analytical; advocate, advocacy*).
 - c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
 - d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
 - b. Analyze nuances in the meaning of words with similar denotations.
6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.