

**FRANCIS LEWIS HIGH SCHOOL ENGLISH LANGUAGE ARTS CURRICULUM
GRADE 10, UNIT 3**

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J.Lewis (July 2016)**

**UNIT TITLE & FOCUS: Equality (discrimination, racism,
gender, disabilities, genocide, injustice, socioeconomic)
UNIT LENGTH: 8-10 weeks**

Essential Question: In what ways does inequality exist in our society?

Guiding Questions:

- ❖ How do we measure equality?
- ❖ What are the effects of discrimination in society?
- ❖ Can discrimination yield positive results?
- ❖ How can we assess the validity and credibility of a source?
- ❖ What techniques can we employ in presenting our research?
- ❖ How can we constructively evaluate the work of our peers?

ASSESSMENT EVIDENCE

Authentic Performance Task(s):

Students will write an informative, research-based essay on discrimination and present their findings to the larger group for further discussion and analysis.

- Discussions/writing related to essential/guiding questions
- Student discussions and/or writing assignments/projects related to performance task
- Draft, revise, and edit expository essay responding to the research focus/questions based on feedback
- Portfolio reflection
- Quizzes/Tests at teacher's discretion.

Teaching and Learning Activities:

Teacher will...

- Engage students in reflective discussions/ seminars about unit themes.
- Teach students how to locate viable sources
- Model strategies for analyzing informational and literary text
- Model annotation and summary strategies
- Guide students through the research and writing process
- Model use of context clues to determine meaning of domain-specific vocabulary
- Instruct/review the conventions for standard written English

Students will...

- Read informational and/or literary texts which reflect unit/curricular themes
- Discuss informational and/or literary texts which reflect unit/curricular themes
- Discuss and analyze concepts and texts about tolerance, respect and/or Respect for All Week and participate in activities/projects at teacher's discretion
- Participate in a whole-class discussion about forms/examples of discrimination to create subtopics for further group inquiry
- Identify central ideas in informational texts related to the unit
- Research non-fiction sources about discrimination (from a range of media such as the *New York Times* archives, teenink.com, school databases (GALE and ProQuest resources) relevant to research question; submit sources
- Identify, define, and analyze key vocabulary related to discrimination and other unit themes
- Read and analyze a model informative essay
- Draft, revise, and edit expository essay responding to the research focus/questions based on feedback
- Submit final drafts to teacher
- Publish work to portfolio

Suggested Resources:

- Exemplary informative texts
- Exemplary informative essay
- MLA Citation Packets (Available via FLHS Library)

Suggested Texts:

Fiction

- *All Quiet on the Western Front* by Erich Maria Remarque
- *The Diary of Anne Frank* by Anne Frank
- *Girl with a Pearl Earring* by Tracy Chevalier
- *The Good Earth* by Pearl S. Buck
- *In the Time of Butterflies* by Julia Alvarez
- *Les Misérables* by Victor Hugo
- *MASTER HAROLD... and the boys* by Athol Fugard
- *Night* by Elie Wiesel
- *Oliver Twist* by Charles Dickens
- *The Tempest* by William Shakespeare
- *Taming of the Shrew* by William Shakespeare
- *The Secret Life of Bees*, Sue Monk Kidd
- *A Raisin in the Sun*, Lorraine Hansberry
- *Black Boy*, Richard Wright
- *Cry, the Beloved Country*, Alan Paton
- *Farewell to Manzanar*, Jeanne Wakatsuki
- *The Crucible*, Arthur Miller
- *The Perks of Being a Wallflower*, Stephen Chbosky

Poetry

- “Incident” by Countee Cullen (and other poems)
“Telephone” by Wole Soyinka
- “To the Little Polish Boy Standing with His Arms Up” by Peter L. Fischl
“Three Poems” by Julia Alvarez (and other poems)
- “Phenomenal Woman” by Maya Angelou
- “The Hangman” by Maurice Ogden
- “We Wear the Mask” by Claude McKay
- “Sympathy” by Paul Laurence Dunbar

Short Stories

- *The Lone Ranger and Tonto Fist Fight in Heaven* by Sherman Alexie (anthology)
“Uglypuss” by Margaret Atwood
- “The Yellow Wallpaper” by Charlotte Perkins Gilman
“The Youngest Doll” by Rosario Ferré

Non-fiction

- *The Ugly American* by Eugene Burdick & W.J. Lederer
“I Know Why the Caged Bird Sings” by Maya Angelou
- “Letter from Birmingham Jail.” by Martin Luther King, Jr.
- “I Have a Dream: Address Delivered at the March on Washington, D.C., for Civil Rights on August 28, 1963.” by Martin Luther King, Jr.
- “Hope, Despair and Memory.” by Elie Wiesel
“Keep Memory Alive” by Elie Wiesel
- “Jackie Robinson Said, ‘Pray for the Whole Team, Ma’” by Robert Signer
- “The Handicapped” by Randolph Bourne from *The Best American Essays of the Century*, Joyce Carol Oates (ed.)
- “What to the Slave Is the Fourth of July?: An Address Delivered in Rochester, New York, on 5 July 1852.” Frederick Douglass

Websites <http://www.nytimes.com>

<http://www.teenink.com/opinion/discrimination>

http://www.hopesite.ca/sympo/video_toc.html <http://www.tolerance.org>

Multimedia (* = Film)

- Skin*
- The Central Park Five*
- Life is Beautiful*
- “How to Raise a Black Son in America”, Clint Smith
- Podcasts: (NPR: Codeswitch)

Resources created and/or contributed by: J. Lewis, A. Ingraham, V. Larsen, M. Genovesi

New York State Common Core Learning Standards

Reading Literature 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.
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.
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.
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.
 - a. Self-select text to respond and develop innovative perspectives.
 - b. Establish and use criteria to classify, select, and evaluate texts to make informed judgments about the quality of the pieces.

Reading Informational Text 9-10

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- a. Develop factual, interpretive, and evaluative questions for further exploration of the topic(s).
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.
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).
10. By the end of grade 9, read and comprehend literary nonfiction 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 literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.

Writing 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.
 - a. 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.
 - b. 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.
 - c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
 - e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
 - f. 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).

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.
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.
 - a. Explore topics dealing with different cultures and world viewpoints.
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.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. 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]”).
 - b. 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”).
 - c. 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.

Speaking and Listening 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.
 - c. 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.
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.
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 on pages 54 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.
 - 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.
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.