

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

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