

YEARLY QUARTER UNITS ENGLISH LANGUAGE ARTS GRADE 10

North Smithfield School Department

UNIT	CLOSE READING OF TEXT RL. 10.1-10.10, RI 10.1-10.10		WRITING ABOUT TEXT W10.1-10.10		RESEARCH PROJECT W. 10.7	NARRATIVE WRITING W. 10.3
	3-5 Short Texts	1 Extended Text	Routine Writing	4-6 Analysis	1 Research	1-2 Narratives
<p align="center">1</p> <p><i>Is it possible to maintain your identity even when others attempt to destroy it?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> • “Terrible Things” An Allegory of the Holocaust • Excerpts from Maus I and II by Art Spiegelman • “The Fan Club” short story <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> • Holocaust memoirs • “Hope, Despair, and Memory” by Elie Wiesel • Nobel Lecture by Alexander Solzhenitsyn • USHM.org • STAND at Brown.edu • A Teacher’s Resource: “Facing History and Ourselves” • “The Wave” Documentary • United Nations Declaration of Human Rights • <i>Night and Fog</i> Documentary on the Holocaust • “I Never Saw Another Butterfly” • Oprah’s interview with Elie Wiesel 	<p>Literature:</p> <p align="center"><i>Night</i> (non-fiction/memoir)</p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Journals • Quick Writes • Homework Responses 	<p>Focus on arguments</p> <ul style="list-style-type: none"> • Argument: Argue the genre of <i>Night</i>, drawing upon the original text as well as outside sources. 	<p>Additional texts and writing for research</p> <ul style="list-style-type: none"> • Activism Fair Project – Researching a current violation of human rights and creating a campaign of awareness. 	<p>Convey experiences</p> <ul style="list-style-type: none"> • Narrative writing not appropriate.
<p align="center">2</p> <p><i>How are our perceptions of the world impacted by our own sense of identity?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> • <i>Dead Poet’s Society</i> Film • “Nothing Gold Can Stay” by Robert Frost • “Comin Thru the Rye” Song/Poem • “Mad World” Song by Gary Jules <p>Informational texts: 1-2</p> <ul style="list-style-type: none"> • “Experiencing the Death of a Sibling as an Adolescent” Psychological article • NYT Article – “Is Holden Caulfield Still Relevant Today?” • JD Salinger Documentary • Various Literary Criticisms 	<p>Literature:</p> <p align="center"><i>The Catcher in the Rye</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Journals • Quick Writes • Homework Responses 	<p>Focus on informational</p> <ul style="list-style-type: none"> • <i>Catcher in the Rye</i> Theme/Motif Analysis Extended Response • Psychological Analysis of Holden Caulfield using psychological article and text for support. 	<p>Additional texts and writing for research</p>	<p>Convey experiences</p> <ul style="list-style-type: none"> • Personal narrative: “In a style similar to Holden Caulfield, examine your experiences as you transition from adolescences to adulthood.”
<p align="center">3</p> <p><i>What are the dangers of viewing the world from a</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> • “The Second Coming” poem • “The White Man’s Burden” poem • <i>Antigone</i> by Sophocles 	<p>Literature:</p> <p align="center"><i>Things Fall Apart</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> • Journals • Quick Writes 	<p>Focus on informational</p> <p>Choice:</p> <p>1)Synthesis essay: Analyze the role of the</p>	<p>Additional texts and writing for research</p>	<p>Convey experiences</p>

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<p><i>single perspective?</i></p>	<p>Informational texts: 1-2</p> <ul style="list-style-type: none"> Articles on war, colonialism, current events (Kony, Somalia) Background information on the Culture of the Ibo Tribe Background on Chinua Achebe Cultural Relativism/Ethnocentrism <ul style="list-style-type: none"> Cultural Misrepresentation in Disney films Japanese Travel Guide for Visiting America based upon stereotypes Blank maps filled in by non-natives 		<ul style="list-style-type: none"> Homework Responses 	<p>tragic hero and hubris in Achebe's <i>Things Fall Apart</i> and Sophocles's <i>Antigone</i></p> <p>or:</p> <p>2) Provide students with literary criticism of <i>Things Fall Apart</i>. Prompt: Write a thesis driven synthesis of a literary criticism and the text <i>Things Fall Apart</i>.</p>		
<p>4.</p> <p><i>Are individuals impacted primarily by nature or nurture, and how can that knowledge shape our actions within society?</i></p>	<p>Literature: 2-3</p> <ul style="list-style-type: none"> "The Allegory of the Cave" by Plato <i>The Wave</i> Film <p>Informational texts: 1-2</p> <p>Informational:</p> <ul style="list-style-type: none"> "Is There a Morality Gene?" 60 Minutes Yale Baby Lab / Smithsonian Magazine article <i>A Class Divided</i> Documentary <i>Stanford Prison Experiment</i> 	<p>Literature:</p> <p><i>Lord of the Flies</i></p>	<p>Develop and convey understanding</p> <ul style="list-style-type: none"> Journals Quick Writes Homework Responses 	<p>Focus on arguments</p> <ul style="list-style-type: none"> Argument essay: Stripped of society, would man revert to a state of savagery? 	<p>Additional texts and writing for research</p>	<p>Convey experiences</p>
<p>5.</p> <p><i>How does a consultation of authoritative sources lead to a greater understanding of the world?</i></p>	<p>Literature:</p> <ul style="list-style-type: none"> "Pyramus and Thisbe" by Ovid <p>Informational:</p> <ul style="list-style-type: none"> "What if Shakespeare Had Been Born a Girl?" Prose and Verse articles Background articles on Shakespeare's life and historical context Various independent, student-driven research into academic databases 	<p>Literature:</p> <p><i>A Midsummer Night's Dream</i></p>	<p>Journals</p> <ul style="list-style-type: none"> Quick Writes Homework Responses 	<p>Informational:</p> <ul style="list-style-type: none"> I-Search Paper Informational: Scoop-It "Insight" sections Informational: Prose and Verse analysis 	<p>Additional texts and writing for research</p> <ul style="list-style-type: none"> I-SEARCH Extended Research Project ScoopIt Research Projects/Presentation 	<p>Convey experiences</p> <p>I-Search "Story of My Search" section.</p>
FOR READING AND WRITING IN EACH UNIT						
	<p>Cite Evidence RL/RI 10.1</p>	<p>Analyze content RL/RI 10.2-9, SL 10.2-3</p>	<p>Apply grammar L10.1-3</p>	<p>Apply vocabulary L10.4-6</p>	<p>Conduct discussions SL10.1</p>	<p>Report Findings SL 10.4-6</p>

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