



Kutztown Area School District Curriculum (Unit Map)

Grade 10 English Language Arts (General)

Written by Alison Kocis-Westgate and Tom Miller

Course Description: This course addresses literary analysis, grammar, composition, research, and vocabulary development. Students will acquire strategies to comprehend and analyze both classic and contemporary literature, including short stories, novels, drama, poetry, and nonfiction. The grammar and composition aspects of the course focus on the mastery of basic grammatical skills, the improvement of style through revision, and the development of thesis statements and content for different writing modes (e.g. literary analysis, persuasive, informative, etc.). In addition, students will write an APA style research paper and complete various cross-curricular, inquiry-based projects.

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Unit #/Title	1/Lord of the Flies	Time Frame	3-4 Weeks
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Stage 1 - Identify Desired Results

Standards

- CC.1.3.9–10.A** 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.
- CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9–10.T** 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.
- CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Big Ideas

- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Writers craft symbols and characters to convey their themes.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- How does a society maintain order? Are laws necessary?
- How do fear and acceptance influence human behavior?
- How/why do good people turn evil?
- Do individuals control groups, or do groups control individuals?
- How do writers use literary conventions, specifically symbolism and characterization, to develop their themes?

Content

- Literary Devices, Elements, Terminology:**
- Character, plot, setting, theme, symbolism, allegory, literary theory, microcosm, macrocosm, parody
- Theories/Text Connections to Construct/Deepen Interpretations:**
- Freud's Theory of the Mind
- Writing:**
- Quotation integration, analysis/commentary, concrete detail, thesis, evidence

Skills

- Identify and interpret an author's use of symbolism to develop themes
- Identify and interpret an author's use of characterization to develop themes
- Apply literary theories to develop multiple interpretations of a text (psychological/psychoanalytic)
- Define allegory and interpret the allegorical elements in a work (political, religious, and psychological)
- Use textual evidence to support a written interpretation of a work
- Write a unified literary analysis essay demonstrating critical thinking about text

Unit Title	2/Image Grammar--Phrases & Style	Time Frame	2 Weeks/ ongoing
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Stage 1 - Identify Desired Results

Standards

CC.1.4.9–10.Q Write with an awareness of the stylistic aspects of writing. [. . .] Use various types of phrases and clauses to convey meaning and add variety and interest.

CC.1.4.9–10.R Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

Big Ideas

- Writers vary sentence structure/style to engage the reader and clarify meaning, depending on content, purpose, and audience.
- Strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader.
- Clarity and communication is key when writing

Essential Questions

- How do professional writers vary their sentence structure/style to engage the reader and clarify meaning?
- How do professional writers use strong verbs and nouns, concrete details, and sensory language help make meaning clear to the reader?

Content

Parts of Speech, Prepositions, Prepositional Phrases, Articles, Verbals (overview to demonstrate big picture), Participles (past, present, irregular), Participial Phrases, Absolute Phrases, Possessive Pronouns, Appositive Phrases, "To Be" Verbs, Opener, Subject-Verb Split, Closer, Power Verbs, Adjectives Out-of-Order

Skills

- Identify prepositions, prepositional phrases, articles, participles, participial phrases, absolute phrases, possessive pronouns, appositive phrases, adjectives-out-of-order, and weak vs. strong verbs
- Write participial phrases, absolute phrases, appositive phrases, adjectives-out-of-order structures, and use strong verbs to improve their writing style and clarify meaning
- Combine sentences using participial and appositive phrases to reduce repetitive language and improve clarity

Unit #/Title	3/ <i>To Kill a Mockingbird</i>	Time Frame	3-4 Weeks
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Stage 1 - Identify Desired Results

Standards

- CC.1.3.9–10.A** 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.
- CC.1.3.9–10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9–10.F** Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9–10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC.1.3.9–10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.9–10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9–10.T** 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.
- CC.1.5.9–10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

Big Ideas

- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Writers craft symbols and characters to convey their themes.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- How are stereotypes dangerous?
- In what ways do people combat racism?
- What is justice?
- Does justice apply equally to the rich and the poor?
- What constitutes tolerance?
- How does one define courage?

Content

Literary Devices, Elements, Terminology:

- Character, plot, setting, theme, flashback, jury, verdict, acquittal, racism, stereotype

Writing:

- Quotation integration, analysis/commentary, concrete detail, thesis, evidence

Skills

- Identify and interpret an author's use of characterization to develop themes
- Use textual evidence to support a written interpretation of a work
- Write a unified literary analysis essay demonstrating critical thinking about text

Unit #/Title	4/Short Stories of the 1920s & 1930s	Time Frame	2 Weeks
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Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.A 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.

CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9–10.G Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

CC.1.3.9–10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9–10.J 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.

CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.4.9–10.F Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.9–10.S Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

Big Ideas

- The historical/cultural milieu of a time period is often reflected/critiqued in a writer’s work.
- A writer’s style is reflected in how he/she uses language (e.g. laconic/concrete sentences vs. detailed/abstract).
- Writers use/develop allusions, symbols, and characters to convey their themes.
- Readers use strategies to construct meaning from text and their ability, for example, to ask their own questions is essential to meaning construction.
- Proficient readers engage in an ongoing process of extracting information from a text and tracking the development of central ideas to comprehend the whole of a text.
- Proficient readers and writers cite concrete evidence from a text to support their analyses of what the text says explicitly and inferentially.

Essential Questions

- How do Hemingway, Fitzgerald, and Porter, through their short stories, convey the major concerns, values, and culture/climate of the 1920s and early 1930s?
- What distinguishes one writer’s style from another’s?
- How do writers use allusion, characterization, symbolism to develop their themes?
- How do writers use figurative language for effect?
- How do readers use various reading strategies to construct meaning from text?

Content

Literary Devices, Elements, Terminology:

- Character, plot, setting, theme, symbolism/archetypes, allusion, mood, tone, foreshadowing

Author Bios:

- Important facts related to Fitzgerald, Hemingway, and Porters’ lives

Skills

- Explain and support how Fitzgerald and Hemingway, through the elements of fiction and literary techniques, create works addressing the concerns, values, and culture/climate of the 1920s and early 1930s
- Analyze and explain stylistic differences between writers
- Use textual evidence to support a written interpretation of a work

Theories/Text Connections to Construct/Deepen Interpretations:

- Facts about the Jazz Age (flappers, Gibson girls, Hemingway's heroic code, Great Depression, Dust Bowl, WWI, Lost Generation/Expatriates, Roaring 20s)

Writing:

- Constructed response, Quotation integration, analysis/commentary, concrete detail, thesis, evidence

- Identify and analyze how writers use figurative language for effect

Unit #/Title	5/Vocabulary	Time Frame	Ongoing
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Stage 1 - Identify Desired Results

Standards

CC.1.3.9-10.I Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.

CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.

CC.1.4.9-10.X 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 discipline-specific tasks, purposes and audiences.

Big Ideas

- The continual acquisition of new vocabulary terms is beneficial to both written and oral expression.
- A robust vocabulary is critical to reading comprehension.
- Words can have various meanings and are best studied and learned in context.
- Vocabulary words must be used repeatedly in speech and writing to become a permanent part of one's knowledge base.

Essential Questions

- How does the continual acquisition of new vocabulary terms improve listening, speaking, reading, and writing skills?
- What are effective strategies for learning new vocabulary terms?

Content

- Definition, part of speech, synonyms, antonyms, accurate usage
- Associations relevant to a word's meaning in different contexts

Skills

- Define new vocabulary terms
- Identify parts(s) of speech of new terms
- Identify and analyze word relationships and multiple meanings of new terms
- Accurately implement new terms in writing pieces

Unit #/Title	6/Opposing Viewpoints Argumentative Research Paper	Time Frame	5-6 Weeks
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Stage 1 - Identify Desired Results

Standards

CC.1.2.9–10.C Apply appropriate strategies to analyze, interpret, and evaluate how an 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.

CC.1.2.9–10.D Determine an author’s particular point of view and analyze how rhetoric advances the point of view

CC.1.2.9–10.E Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.

CC.1.2.9–10.F Analyze how words and phrases shape meaning and tone in texts.

CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

CC.1.4.9–10.H Write with a sharp, distinct focus identifying topic, task, and audience. Introduce the precise claim.

CC.1.4.9–10.I Distinguish the claim(s) from alternate or opposing claims; develop claim(s) 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.

CC.1.4.9–10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.9–10.K Write with an awareness of the stylistic aspects of composition. 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 of the discipline in which they are writing.

CC.1.4.9–10.L Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.2.9–10.H Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.

Big Ideas

- There are differences between persuasion and argumentation.
- There are effective methods for making a sound argument, including using logos, ethos, and pathos, understanding and avoiding logical fallacies, and using credible, relevant, varied research.
- Active reading strategies and a foundation of argumentation vocabulary/concepts will help them discern and avoid logical fallacies.

Essential Questions

- What is the difference between persuasion and argumentation?
- What makes an argument effective?
- How does one discern logical fallacies in arguments and avoid them and/or counter them?

Content

- Claim, counterclaim, audience, ethos, logos, pathos, common logical fallacies
- T.A.G. in thesis (Title, author, genre)
- Google Advanced Search, EBSCOhost, and Opposing Viewpoints Database

Skills

- Identify, analyze, and write claims and counterclaims (reading/writing)
- Identify intended audience and write for an intended audience, understanding what information to exclude/include (reading/writing)

<ul style="list-style-type: none"> • APA Style for citing sources, quoting, paraphrasing 	<ul style="list-style-type: none"> • Identify and evaluate the effectiveness of ethos, logos, and pathos • Strategically use ethos, logos, and pathos in writing • Develop effective keywords for research • Conduct advanced searches in Google Advanced, EBSCOHost, and Opposing Viewpoints • Evaluate sources for credibility, relevancy, etc. using C.R.A.P. model • Comprehend, annotate, and synthesize information from a variety of sources • Organize notes • Develop claim/thesis statement • Develop relevant body paragraphs • Develop counterclaim(s) • Provide researched evidence to support claim/counterclaim • Integrate credible sources to provide textual evidence • Create cohesion through transitions • Apply APA format • Edit and revise writing
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Unit #/Title	7/Julius Caesar	Time Frame	3 Weeks
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Stage 1 - Identify Desired Results

Standards

- CC.1.2.9-10.A.** 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.
- CC.1.5.9-10.B** Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- CC.1.2.9-10.D** Determine an author’s particular point of view and analyze how rhetoric advances the point of view.
- CC.1.3.9-10.C** Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- CC.1.3.9-10.F** Analyze how words and phrases shape meaning and tone in texts.
- CC.1.3.9-10.H** Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.
- CC.1.3.9-10.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
- CC.1.4.9-10.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.
- CC.1.4.9-10.T** 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.
- CC.1.5.9-10.A** Initiate and participate effectively in a range of collaborative discussions on grade-level topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

Big Ideas

- Betrayal is an element of the human condition
- Rhetorical analysis is an essential skill that allows students to ‘read between the lines’ when listening to a speech
- There are many forces that drive politics
- Writers use their craft to comment on the human condition.
- Writers use literature to examine the choices that people make and the accompanying consequences.
- Shakespeare is written to be performed.

Essential Questions

- In what ways do we analyze speeches?
- What are the essential elements of persuasion?
- What is the rhetorical context of a speech?
- In what ways does an author or speaker consider his or her audience, and why is this important?
- How do modern Americans view our political leaders?
- How can we best analyze a political speech?

Content

- Literary Devices, Elements, Terminology:**
- Character, plot, setting, theme, allusion, elements of drama, scene, act, aside, soliloquy, stage direction
- Theories/Text Connections to Construct/Deepen Interpretations:**
- Rhetorical analysis, ethos, logos, pathos
- Writing:**
- Quotation integration, analysis/commentary, concrete detail, thesis, evidence

Skills

- Identify and interpret an author's use of rhetoric to develop themes
- Identify and interpret an author’s use of characterization to develop themes
- Use textual evidence to support a written interpretation of a work
- Write a unified literary analysis essay demonstrating critical thinking about text

Unit #/Title	8/Night (The Holocaust)	Time Frame	2-3 Weeks
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Stage 1 - Identify Desired Results

Standards

CC.1.3.9–10.A 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.

CC.1.3.9–10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly, as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.

CC.1.3.9–10.C Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

CC.1.3.9–10.E Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create an effect.

CC.1.3.9–10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.

CC.1.5.9–10.D Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.

CC.1.5.9–10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.

Big Ideas

- Authors, even of nonfiction, use characterization, figurative language, and rhetorical devices to drive plot, convey theme, and develop mood.
- Family and religion can influence and drive the motivations and actions of an individual

Essential Questions

- Who were the oppressors and why?
- How could the Holocaust happen?
- How were victims oppressed?
- How did people react?
- How do you define the crime, and who is responsible for determining the punishment? What is justice?
- Why should we remember?
- How does an author use literary devices to drive his/her story? (focus on characterization, rhetorical devices, and figurative lang.)
- What makes a text literary nonfiction?
- What role do both faith and family play in Elie’s life?
- What causes good people to turn evil?
- What circumstances in the memoir allow for this darker side of human nature to emerge?
- How does *Night* “paint a dark and angry picture of human nature”?
- How do neuroscience and social psychology help us better understand the Holocaust? (ex. behaviors/actions of perpetrators, prisoners, bystanders, etc.)

Content

- Terminology related to the Jewish people and the Holocaust (kapos, sonderkommando, euphemisms--showers, resettlement, final solution, etc.--, crematorium, death marches)

Skills

- Identify and interpret an author’s use of characterization to develop themes
- Identify and interpret propaganda and its effects upon a people
- Use textual evidence to support a written interpretation of a work
- Write a unified literary analysis essay demonstrating critical thinking about text