

Birmingham City Schools

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2013-2014

Fourth Nine Weeks

Curriculum Guide Overview

Subject: English Language Arts		
Grade: 10		
Week	Dates	Focus
1	March 17-21	Speech, <i>Ain't I a Woman</i> (Sojourner Truth) <i>Keeping the Thing Going While Things Are Stirring</i> (Sojourner Truth) Begin Introduction to research paper
2	March 31-April 4	Speech from "What to the Slave is the Fourth of July?" by Fredrick Douglas
3	April 7-11	Speech/Policy Statement From <i>Declaration of Sentiments of the Seneca Falls Woman's Right's Convention</i> by Elizabeth Cady Stanton pg. 112 Introduce students to Shakespeare and Julius Caesar
4	April 14-18	<i>Julius Caesar</i> Act I
5	April 21-25	<i>Julius Caesar</i> Act II
6	April 28-May 2	<i>Julius Caesar</i> Act III
7	May 5-9	<i>Julius Caesar</i> Act IV
8	May 12-16	<i>Julius Caesar</i> Act V
9	May 19-23	

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10 Grade English Language Arts

4th Nine Weeks Curriculum Guide

Week 1

March 17-21, 2014

Suggested Pacing: 3-4 Day Lesson (50 minutes or 90 minutes block sessions)

CCRS Standards:

RL.9-10.1 & RI.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

RL.9-10.2 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.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on

RL.9-10.6 & RI.9-10.6 Determine the 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

RI.9-10.10 By the end of Grade 10, read and comprehend literary nonfiction in the Grades 9-10 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.

W.9-10.2 Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience

W.9-10.5 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

L.9 – 10.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing

Learning Objectives:

Key Vocabulary

Academic Vocabulary:

Speech	Rhetoric	Rhetorical Device	Ethos
Purpose	Repetition	Rhetorical Question	Pathos
Oratory	Device	Figurative Language	Logos
Argument	Dialect	Analogy	Diction
Thesis	Style	Metaphor	Allusion

Text Vocabulary: What key terms will students need to know to understand?

1. racket (n.) – Commotion, noise
2. 'twixt (prep.) – (slang) Between
3. lash (n.) – Whip
4. intellect (n.) – Ability of reasoning and understanding; mental power
5. obliged (adj.) – Owing a debt; grateful
6. reap (v.) – To harvest, gather
7. husk (v.) – To remove covering from grain
8. spurn (v.) – To reject, snub
9. besought (v.) – To beg or ask urgently (present tense: beseech)
10. buzzard (n.) – A hawk or vulture

Assessment Plan: How will I assess prior knowledge? How will I know students mastered the standard? (Formative, Summative, Other Evidence):

Formative assessment suggestions include but are not limited to the following:

- ✓ Student annotations
- ✓ Student completed dialectical journals
- ✓ Self, peer, and teacher edits
- ✓ Paragraph and essay revision
- ✓ Timed writings on prompts for literature passages not previously discussed or read in class
- ✓ Checks of completed NMSI TEACHER TRAINING/LTF TEACHER TRAINING/LTF lessons
- ✓ Multiple choice practice
- ✓ Group discussion and participation

- ✓ Literary Circles
- ✓ Graphic Organizers
- ✓ Quickwrite
- ✓ Think Pair Share
- ✓ Socratic Seminar
- ✓ Journal Reflections
- ✓ 3-2-1

Summative assessment suggestions include but are not limited to the following:

- ✓ Final drafts of paragraphs and essays
- ✓ RAFT
- ✓ Timed Annotation of literary work not previously discussed or read in class
- ✓ Unit tests on individual literary works that explore students' application of objective knowledge; this assessment type should not be limited strictly to the students' abilities to recall objective information

Learning Activities:

Before Lesson:

- ✓ Quick-write:
 - Prompt: In your own words, define the term “woman”? What does it mean to be a woman? Compare and Contrast the role of a woman in today’s society and that of the 1800’s.
- ✓ Use 3-2-1 to discuss the life of Sojourner Truth
- ✓ How to read a speech (review and discuss helpful hints)
- ✓ Vocabulary Review:
 - Students will be provided with a vocabulary sheet which includes the terms, part of speech, and definition.

During Lesson:

- ✓ Student will read and annotate the texts for the rhetorical strategies diction, Repetition, Dialect, Ethos, Pathos, Logos, Syntax, Diction, Allusion, Rhetorical Question.
- ✓ Students will complete a dialectical journal while reading and annotating text

After Lesson:

Writing Options:

Creative Writing: Write lyrics for a song that Sojourner Truth might have Sung at this meeting. For inspiration, read the lyrics of spirituals from the 1800s. You might try substituting the words in a spiritual to fit the theme of Truth's speech, you can write entirely new lyrics.

Expository Writing: Without changing the message, rewrite Truth's speech in a formal, academic style, using conventional diction and syntax. Exchange oral readings of both versions with a partner. Together, compare your speeches against Truth's, evaluating the clarity and coherence of the message in each version, and critiquing the impact of diction and syntax on an audience.

Argumentative Writing: Write a letter to a senator arguing whether or not Women's History month should be a mandatory observance in schools.

Media Literacy:

Do a Multimedia Presentation: Sojourner Truth was involved in both the abolitionist and women's suffrage movements. Research the historical relationships between the two, including conflicts over differing goals and discriminating practices. Deliver your findings in an oral report accompanied by a Powerpoint, video, or other presentation using visual and auditory materials. Incorporate details from your research and smooth transitions.

Lifelong Learning (Research Paper):

Research Equality Issues: Much progress has been made for equality between the sexes since the late 1800s, but there are still areas of inequality in modern life. With a partner, research an area of gender inequality, such as differences in pay, women's sports, or career advancement. Look for objective sources

OR Teacher-Approved Topic

Materials:

- ✓ Copy of speeches
- ✓ LTF Characterization and Nonfiction: Sojourner Truth's "Ain't I a Woman"
- ✓ Highlighters
- ✓ Graphic Organizer
- ✓ Guided Questions
- ✓ Dialectical Journal Template

Differentiation/Accommodations:

- ✓ Re-Teaching
- ✓ Small Group Instruction

- ✓ Scaffolding Instruction
- ✓ Tiered Instruction
- ✓ Explicit Vocabulary
- ✓ Instruction
- ✓ Reading along with audio CD
- ✓ Differentiated projects
- ✓ Note-taking Graphic Organizers

Technology Integration:

- ✓ YouTube
- ✓ Power notes CD (Holt McDougal)
- ✓ Promethean Board/flipcharts
- ✓ Edmodo.com
- ✓ Schoolrack.com
- ✓ Criterion.ets.org

Teacher Notes:

The teacher should pace the lesson according to his/her allotted time and schedule.

Teachers should use the Holt, Rhinehart and Winston (Literature textbook) and Writer's Choice (Grammar and Writing Textbooks) as main resources

The teacher should utilize formative assessments throughout the lesson to direct instruction

The teacher should use before literacy strategies to : activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize

The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata