



2013-2014  
**Fourth Nine Weeks**  
 Curriculum Guide Overview

<b>Subject:</b> English Language Arts		
<b>Grade:</b> 10		
<i><b>Week</b></i>	<i><b>Dates</b></i>	<i><b>Focus</b></i>
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
4	April 14-18	Introduce students to Shakespeare and Julius Caesar



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

**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

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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 t3( )3cative as( )fYBT1 0 03004400516e i