



Fourth Nine Weeks
Curriculum Guide Overview

Subject: English Language Arts		
Grade: 10		
<i>Week</i>	<i>Dates</i>	<i>Focus</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)
2	March 31-April 4	Begin Introduction to research paper From <i>Narrative of the Life of Frederick Douglass</i> (Battle with Mr. Covey)
		Speech <i>What to the Slave is the Fourth of July?</i>

10 Grade English Language Arts
4th Nine Weeks Curriculum Guide
Week 3
April 7-11 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

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.9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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

Learning Objectives:

Essential Questions:

- 1)
- 2) What challenges do the reformers face and how do they respond?
- 3) In what ways can conflict provide avenues for change?

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?

Degraded *adj*: disgraced, corrupted

Covenant *n*: binding agreement; compact.

Chastisement *n*: punishment

Remuneration *n*: payment

Apostolic: of the Pope; papal.

Prerogative *n*: exclusive right or privilege

Abject *adj*: hopeless

Disfranchisement *n*: act of taking away the rights of citizenship, especially the right to vote

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
- 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:

How to read a speech (review and discuss helpful hints)

Think-pair-share

During Lesson:

Students will read From *Declaration of Sentiments of the Seneca Falls Woman's Right's Convention*
by Elizabeth Cady Stanton pg. 112

Students will annotate/mark the text as they read the brief speech

After Lesson:

Interview. As a class, make up a list of questions that you could ask adults about what rights women used to have and how that has changed through time. Ask questions such as what were men and women's different responsibilities then compared to now, what kind of dress was expected, what

Differentiation/Accommodations:

Re-Teaching

Small Group Instruction

Scaffolding Instruction

Tiered Instruction

Explicit Vocabulary

Instruction

Reading along with audio CD

Differentiated projects

