

Paramount Unified School District
Educational Services



English Language Arts 2
Curriculum Guide
Unit 1
2016-17



Theme: The American Experience

Standards	Transfer Goals		
<p>Year Long RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL/RI 9-10.2 Determine a theme/central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. RL/RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone. W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience. W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience. W 9-10.6 Use technology to produce, publish, and update projects. W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.</p> <p>Focus Standards RL 9-10.7 Analyze representation of a subject/key scene in two different artistic mediums, including what is emphasized or absent in each treatment. RI 9-10.5 Analyze in detail how an author’s ideas or claims are developed or refined by choice of language or text structure. RI 9-10. 6 Determine an 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 9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. W 9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. SL 9-10. 1 Initiate and participate effectively in collaborative discussions</p>	<p>Understandings <i>Students will understand that...</i> -Authors’ writing style, word choice, and text structure is influenced by their purpose, point of view, and intended audience. -An author’s theme is revealed by events in the text and character interactions. -Pieces of writing with similar themes may still have very different points of view and audiences. -Different types of writing have different purposes. -The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race. -Summarizing, paraphrasing, and quoting are different processes and there are appropriate times and ways to use each. - It’s important to choose your words carefully to add clarity to your writing.</p>	<p>Essential Questions <i>Students will keep considering...</i> -What is the author’s point of view in this piece? Who is the author’s intended audience? -What is the theme or central idea of this piece? How does the author reveal the theme/central idea? -What is my purpose in writing this piece? Who is my intended audience? Do I need to make changes to my writing based on my purpose or audience? -When should I summarize, paraphrase, or quote a source? How do I cite that source? -What is the American experience? How is it shaped by our immigrant status, socioeconomic circumstances, and racial issues? -What words are commonly confused? Do I need to make corrections to my writing to avoid confusing my reader?</p>	<p>Resources</p> <p>Anchor Text: “Four Freedoms” by Franklin D. Roosevelt</p> <p>Nonfiction: “A Better Life” by American Radio Works “Explaining White Privilege to a Broke White Person” by Gina Crosely-Corcoran</p> <p>Fiction: “Two Kinds” by Amy Tan (Textbook pg. 94)</p> <p>Poetry: “Theme for English B” by Langston Hughes (Textbook pg. 376) “America the Beautiful” by Katharine Lee Bates</p> <p>Nonprint: PPT: Theme/Author’s purpose, POV, and audience PPT: Summarizing, Paraphrasing, Quoting “There are No Cats in America” from An American Tail (YouTube) “America” from West Side Story (YouTube)</p>
	<p>Knowledge <i>Students will need to know...</i> -Theme/central idea -Author’s purpose, point of view, and intended audience -Summarizing, paraphrasing, and direct quoting -Purpose of informative/explanatory text -Correct use of semicolons, colons, and commonly confused words -Formal and objective tone -Text features/structure -Stated vs. implied meanings</p>	<p>Skills <i>Students will need to develop skill at...</i> -Identifying and tracing the development of a theme or central idea throughout a text -Identifying author’s purpose, point of view, and intended audience -Summarizing, paraphrasing, and direct quoting using correct MLA citations -Writing complete sentences using semicolons, colons, and commonly confused words. -Writing informative/explanatory text that maintains a formal and objective tone -Recognizing and explaining usage of various text features and structures and how they contribute to an author’s ideas or claims -Making inferences</p>	

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically

SL9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage

“The Power of Privilege” by Tiffany Jana (YouTube)
“Four Freedoms” paintings by Norman Rockwell



Unit 1 Text Sequence

August 17 - October 21 (47 days)

LESSON	# OF DAYS	TEXT(S)
	1	First Day of School
1	2	“There are No Cats In America” Fievel: An American Tail (Music Clip and Lyrics)
2	3	“America” from West Side Story (Music Clip and Lyrics)
3	2	“Theme for English B” Langston Hughes (Poem)
4	3	“Explaining White Privilege” and “The Power of Privilege” (Article and Video)
5	2	“America the Beautiful” Katharine Lee Bates (Poem/Song)
6	4	Roosevelt’s Four Freedoms Speech
7	1	Commonly Confused Words*
8	4	“Two Kinds” Amy Tan (Short Story)
9	10	Expository Essay*
10	2	“A Better Life” (Article)*
11	8	Inquiry Project- Population Groups*

*Piece can moved to accommodate individual scheduling or preferences



INSTRUCTIONAL SEQUENCE

LESSON 1: 2 Days

TEXT(S):

**“There are No Cats in America”
from Fievel: An American Tail (clip
available on YouTube)**

**NOTES: Theme/Author’s
Purpose/POV/Audience**

STANDARDS:

RI 9-10.6 Determine an 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.

RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.

SL 9-10.1 Initiate and participate effectively in collaborative discussions

Tier 3 Vocabulary:

Author’s Purpose

Point of View

Intended Audience

Theme

TEXT DESCRIPTION: “There are No Cats in America” is a song from Fievel: An American Tail, a movie about a family of mice who immigrates to America from Russia. The song involves several mice singing about their troubles with cats in their home countries. The chorus celebrates the idea that “there are no cats in America, and the streets are paved with cheese.” The song highlights the idealistic view of America that some immigrants hold.

LESSON UNDERSTANDING(S):

- ❖ Authors’ writing style, word choice, and text structure is influenced by their purpose, point of view, and intended audience.
- ❖ An author’s theme is revealed by events in the text and character interactions.

ESSENTIAL QUESTION(S):

- ❖ What is the author’s purpose in writing this piece? Who is the author’s intended audience?
- ❖ What is the theme of this piece? How does the author reveal the theme?

Focus Questions:

- ❖ What audience does this most appeal to?
- ❖ What is the characters’ view of the American experience?
- ❖ What is the main message of this song? What lines reveal that message?

LESSON OVERVIEW: Students will take notes on author’s purpose, point of view, intended audience, and theme. Teachers should also introduce the R.A.C.E. strategy to help students respond to text-dependent questions (see below). After taking notes, students will watch the song clip read the lyrics. They will be asked to identify the author’s intended audience. Then they will analyze what the characters are saying about both their home countries and America to determine the main message of the song.

R.A.C.E. - Restate the language of the question, Answer the question, Cite evidence from the text, and Explain your evidence.



	<p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ The teacher will play the clip for the class and hand out lyrics so students can read along. Later the teacher may call on other students or ask students to independently reread sections of the text. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Text Dependent Questions <ul style="list-style-type: none"> • What audience does this most appeal to? Explain your answer. • What is the characters’ view of the American experience? Use evidence from the text to support your answer. • What is the theme or main message of the song? Use evidence from the text to support your answer. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will participate in a class discussion about the song ❖ Students will answer text-dependent questions about the poem
<p>LESSON 2: 3 DAYS</p> <p>TEXT(S): “America” from West Side Story (clip and lyrics)</p> <p>NOTES: Summarizing/Paraphrasing/Quoting</p> <p>STANDARDS: RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text. RL 9-10.7 Analyze representation of a subject/key scene in two different artistic mediums, including what is</p>	<p><u>TEXT DESCRIPTION:</u> “America” is a song from the musical West Side Story. In the song, some of the Puerto Rican immigrants dream of how much better things were for them in Puerto Rico, while others remind them how much better they have it in the United States, in spite of the challenges.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none"> ❖ An author’s theme is revealed by events in the text and character interactions. ❖ Authors’ writing style, word choice, and text structure is influenced by their purpose, point of view, and intended audience. ❖ Pieces of writing with similar themes may still have very different points of view and audiences. ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race. ❖ Authors can use irony to highlight the difference between expectations or idealizations and reality. <p><u>ESSENTIAL QUESTION(S):</u></p> <ul style="list-style-type: none"> ❖ What is the theme of this piece? How does the author reveal the theme?



emphasized or absent in each treatment.

W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

Tier 3 Vocabulary:

Irony

Author's Point of View

Intended Audience

Theme

- ❖ What is the American experience? How is it shaped by immigrant status, socioeconomic circumstances, and racial issues?

Focus Questions:

- ❖ What is irony? How are some of the immigrants' statements ironic?
- ❖ Who is the intended audience for this song?
- ❖ What is the author's point of view and how is it similar to or different from the point of view presented in "No Cats in America"?
- ❖ How is the theme of this piece similar to different from that of "No Cats in America"?

LESSON OVERVIEW: Students will take notes on summarizing, paraphrasing, and quoting. After taking the notes, students should spend a half day to a day covering irony. Teachers can introduce the three types (dramatic, situational, and verbal), then show students different examples and ask them to identify which type of irony is present in each example. Then students will watch a video clip of the song and follow along with a printed copy of the lyrics. As they look more in depth into the lyrics, students will use their graphic organizer to separate the idealized images the immigrants have of each country from the reality of each country. Students will discuss why the lyrics are ironic and what type(s) of irony the lyrics show. Then students will compare and contrast "America" with "No Cats in America," looking specifically at the similarities or differences between the authors' points of view, the intended audience, and the theme.

READ THE TEXT:

- ❖ Students will watch the video clip and follow along with the lyrics.

UNDERSTAND THE TEXT:

- ❖ Close Read strategies
 - Students will be asked to separate the idealized images in the songs from the realistic images.
- ❖ Text Dependent Questions
 - Summarize the women's point of view in the song. How is their opinion different from the men's?
- ❖ Thinking Map Opportunities:
 - Tree Map to sort idealized images from realistic images



	<ul style="list-style-type: none"> • Double-Bubble Map to compare and contrast author’s POV, audience, and theme between this song and “No Cats in America” <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will answer the following constructed response question in 2-3 paragraphs: What theme or central idea can be found in both “America” and “No Cats in America”? Use details from both texts to support your answer.
<p>LESSON 3: 2 DAYS</p> <p>TEXT: “Theme for English B” by Langston Hughes</p> <p>STANDARDS: RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text. RI 9-10.6 Determine an 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 9-10.5 Analyze in detail how an author’s ideas or claims are developed or refined by choice of language or text structure. L9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage.</p>	<p>TEXT DESCRIPTION: The speaker in this poem is an African American student at Columbia University in New York City—the college on the hill above Harlem. Hughes was a student there for a year. The speaker speculates on what it means to be black and how that is different from being white, and determines that both black and white people are part of each other; that’s what it means to be American.</p> <p>LESSON UNDERSTANDINGS:</p> <ul style="list-style-type: none"> ❖ Authors’ writing style, word choice, and text structure is influenced by their purpose, point of view, and intended audience. ❖ An author’s theme is revealed by events in the text and character interactions. ❖ Pieces of writing with similar themes may have very different points of view and audiences. ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race. <p>ESSENTIAL QUESTIONS:</p> <ul style="list-style-type: none"> ❖ What is the author’s point of view in this piece? Who is his intended audience? ❖ What is the theme or central idea of this piece? How does the author reveal the theme/central idea? ❖ What is the American experience? How is it shaped by immigrant status, socioeconomic circumstances, and racial issues? <p>Focus Questions:</p> <ul style="list-style-type: none"> ❖ What is Hughes’s point of view about the way race and socioeconomic circumstances affect the American experience?



Tier 3 Vocabulary:
Author's purpose
Point of view
Theme
Intended Audience
Socioeconomic

- ❖ Who is Hughes's intended audience?
- ❖ What is the theme of this piece? How does Hughes reveal the theme?

LESSON OVERVIEW: Students will read the text and answer questions.

READ THE TEXT: Students will read the text once through independently. Teacher may ask students to reread portions of the text out loud for the class during the discussion. Teacher may read some portions aloud to emphasize the jazz-inspired rhythm of some sections of the poem.

UNDERSTAND THE TEXT:

- ❖ Close Read Strategies
 - After each stanza, students can jot down what information they find out about the speaker (the speaker is African American, he lives at the Y, he's 22, etc.)
- ❖ Vocabulary Study
 - Word Root: -struct/struc (Latin: build). Used in the word *instructor*.
- ❖ Language Study
 - Commonly confused words: to/too/two. Hughes uses all three words in his poem. Students can identify how each is used.
- ❖ Text-Dependent Questions
 - Reread these lines from the poem: "You are white--/yet a part of me, as I am a part of you./That's American./Sometimes perhaps you don't want to be a part of me./Nor do I often want to be a part of you./But we are, that's true!" What is the central idea of these lines?
 - What details from the poem support the inference that the speaker believes white people have more privileges than minorities?

EXPRESS UNDERSTANDING:

- ❖ Students will answer text-dependent questions and focus questions.



LESSON 4: 3 DAYS

TEXT(S): “Explaining White Privilege” by Gina Crosley-Corcoran

RESOURCES: “The Power of Privilege” by Tiffany Jana (Tedx Talk, available on YouTube)

STANDARDS:

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; provide an objective summary of a text.

RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

RI 9-10.6 Determine an 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.

RL 9-10.7 Analyze representation of a subject/key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

TEXT DESCRIPTION: The article “Explaining White Privilege to a Broke White Person” is a white person’s perspective on the idea of privilege. The author reflects on growing up poor but being told that white people had “privilege.” She didn’t understand how she had privilege when her childhood was so difficult. After reading an article about it, however, she came to understand that there were different kinds of privilege. She details several of these in the article.

Tiffany Jana’s TEDx Talk focuses on the idea that it’s easy for us to fixate on the ways in which we are not privileged and overlook the ways in which we are. She concludes that rather than blaming others for having more privilege or feeling guilty for our own privilege, we should use the privilege we do have to help others around us achieve equality.

LESSON UNDERSTANDING(S):

- ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race.
- ❖ Different types of writing have different purposes.
- ❖ **There are multiple types of privilege that can impact a person’s American experience.**

ESSENTIAL QUESTIONS:

- ❖ What is my purpose in writing this piece? Who is my intended audience? Do I need to make changes to my writing based on my purpose or audience?
- ❖ What is the American experience? How is it shaped by our immigrant status, socioeconomic circumstances, and racial issues?

Focus Questions:

- ❖ What types of privilege have shaped my American experience?
- ❖ What is my purpose in writing this letter? Who is my intended audience? Do I need to make changes to my writing to reflect my purpose and audience?

LESSON OVERVIEW: Students will read the article “Explaining White Privilege” and discuss the different types of privilege outlined in the article. Then students will watch the Tedx Talk from Tiffany Jana. They will discuss what kind of privilege Jana had growing up and answer text-dependent questions about both pieces. Then they will complete a tree map outlining the positive and negative side of each type of



W9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.

W9-10.6 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.

L 9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage.

Tier 2 Vocabulary:

- Frigid**
- Privilege**
- Anomaly**
- Steeped**
- Nuanced**
- Intersectionality**
- Oppression**

Tier 3 Vocabulary:

- Theme (Central Idea)**
- Author’s Purpose**

privilege. They will evaluate which types of privilege benefit them and which work against them. Finally, they will write a letter explaining how they are privileged, what challenges they face, and explaining whether their American experience overall has been positive or negative.

READ THE TEXT:

- ❖ Teachers should read the article aloud to students. They may ask students to reread sections independently or out loud to the class.

UNDERSTAND THE TEXT:

- ❖ Close Read Strategies
 - Chunk the text, pausing to discuss as you read.
- ❖ Vocabulary Study
 - Prefix: inter- (Latin: between). Used in *intersectionality*.
 - Root: frig- (Latin: cold). Used in *frigid*.
 - Prefix: a-/an- (Latin: not). Used in *anomaly*.
 - Root: homo- (Latin/Greek: same). Used in *anomaly*. (An + homalos= not even, not the same).
- ❖ Language Study
 - Colons: When does the author use colons? What is their purpose?
 - Capitalization: The author frequently capitalizes things incorrectly. Why does she do this?
- ❖ Text Dependent Questions
 - What is the central idea can be found in both the article “Explaining White Privilege” and the video “The Power of Privilege”?
 - What idea from the article is made clear by Tiffany Jana’s description of men and women applying for jobs?
 - The reader can infer that Crosley-Corcoran was offended when she was told she was “privileged.” What evidence from the text supports this inference?
- ❖ Thinking Map Opportunities
 - Tree Map: Use two columns, one labeled “Privileged” and one labeled “Non-privileged” Go through each type of privilege (gender, race, education level, etc.) and list the



<p>Point of View Intended Audience</p>	<p>“privileged” group under the correct column and other groups under the other column. After you are finished, have students circle which group they belong to for each type of privilege.</p> <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will write a business letter to their teacher with the following components: <ul style="list-style-type: none"> • Paragraph One: Introduce yourself. • Paragraph Two: Explain how you are privileged. • Paragraph Three: Explain what challenges you face. • Paragraph Four: Overall, has your American experience been positive or negative and why?
<p>LESSON 5: 2 Days</p> <p>TEXT(S): “America the Beautiful” by Katharine Lee Bates</p> <p>STANDARDS: RI 9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts. RL 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; 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 how</p>	<p>TEXT DESCRIPTION: “America the Beautiful” was written by the professor and a poet, Katharine Lee Bates. Her poem became the lyrics to the popular American ballad still enjoyed today.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ The author’s word choice gives clues to her purpose, intended audience and theme. ❖ What is the theme of this piece? How does the author reveal the theme? <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ What is the author’s purpose in writing this piece? Who is the author’s intended audience when writing this piece? ❖ What is the theme of this piece? How does the author reveal the theme? <p>LESSON OVERVIEW: Students will listen to the song or read the poem. They will compare and contrasts responses to the song/poem based on an individual’s immigrant, socioeconomic, and racial status.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ Students will listen to the song or read the poem. They may reread sections independently, with the teacher, or as a class.



<p>word choice affects meaning and tone.</p> <p>SL 9-10.1 Initiate and participate effectively in collaborative discussions.</p> <p>TIER 2 VOCABULARY: Alabaster Stern Strife Impassioned</p> <p>TIER 3 VOCABULARY: Socioeconomic Author’s purpose Point of View Theme Audience</p>	<p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Close read strategies <ul style="list-style-type: none"> • Students will highlight/underline repeating lines and phrases. • Students will use context clues to define unknown words. ❖ Vocabulary Study <ul style="list-style-type: none"> • Prefix: in-/im- (Latin: causing). Used in <i>impassion</i>. Can also mean “not,” as in “impractical” or “inability” or “into/within” as in “immigrant” and “infiltrate.” • Prefix: un- (Middle English: not). Used in <i>undimmed</i>. ❖ Text dependent questions <ul style="list-style-type: none"> • Why did the author write this song: to entertain, to persuade, or to inform? • Who is most likely the audience for this song? What words or phrases helped you make your decision? • What is most likely the author’s intent when mentioning, “America! America!/ God mend thine every flaw,/ Confirm thy soul in self-control,/ Thy liberty in law!” in the second stanza? <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will participate in a class discussion about the text. ❖ In a well-developed paragraph, students will respond to the following: <ul style="list-style-type: none"> • How might someone’s immigrant status impact the response they have towards “America the Beautiful”? • How might someone’s socioeconomic status impact the response they have towards “America the Beautiful”? • How might someone’s racial status impact the response they have towards “America the Beautiful”?
<p>LESSON 6: 4 Days</p> <p>TEXT(S): “Four Freedoms” Franklin D. Roosevelt</p> <p>RESOURCES: “Four Freedoms” paintings by Norman Rockwell</p>	<p>TEXT DESCRIPTION: Roosevelt’s 1941 State of the Union message to Congress is commonly known as the “Four Freedoms” speech. The four freedoms he highlighted—freedom of speech, freedom of religion, freedom from want, and freedom from fear—forced Americans to reevaluate the concept of freedom in a democratic society.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ Summarizing, paraphrasing, and quoting are different processes and there are appropriate times



STANDARDS:

RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.

RI 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; provide an objective summary of the text.

RI 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

RI 9-10.5 Analyze in detail how an author's ideas or claims are developed or refined by choice of language or text structure.

RI 9-10.7 Analyze representation of a subject/key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

RI 9-10.9 Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.

SL 9-10.1 Initiate and participate effectively in collaborative discussions.

and ways to use each.

- ❖ Author's writing style, word choice, and text structure is influenced by their point of view, purpose, and intended audience.
- ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race.
- ❖ Pieces of writing with similar themes may still have very different points of view and audiences.

ESSENTIAL QUESTION(S):

- ❖ What is the author's point of view in this piece? Who is the author's intended audience?
- ❖ What is the central idea of this piece? How does the author reveal the central idea?
- ❖ What is the American experience? How is it shaped by immigrant status, socioeconomic circumstances, and racial issues?

Focus Questions:

- ❖ What can we infer about Roosevelt's view toward immigrants? Toward socioeconomic issues? Toward minorities?
- ❖ What is the central idea of Roosevelt's speech?

LESSON OVERVIEW: Day 1-2: Students will read the excerpt from FDR's "Four Freedoms" speech, pausing at appropriate places to answer the text-dependent questions. Student will need to read and reread sections of the text both on their own and as a class, and students will be called on to share answers before moving on to the next question. Day 3-4: Students will break into groups. Each group will be assigned one of the four freedoms. The group will have a copy of the corresponding painting to look at. Together, they will answer 3 questions about FDR's definition of the freedom, Norman Rockwell's depiction of the freedom, and what is similar or different about both representations. Finally, they will present their posters.

READ THE TEXT:

- ❖ Prior to reading, teacher will review the background information at the top of the handout to help students understand the context of the speech. Students will identify the author's purpose and audience based on this background information. Teacher will read the text. Students will pre-read or reread certain selections individually or with a partner. Students may underline, highlight, or make notes in the margins of the text. Text can be presented on different colored paper if appropriate for student needs.



SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

Tier 2 Vocabulary:

Revolution
Supreme
Preservation
Turmoil
Abiding
Dependent
Fulfill
Adequate
Patriotism
Attainable
Antithesis
Perpetual

Tier 3 Vocabulary:

Author’s Purpose
Point of View
Intended Audience
Theme

UNDERSTAND THE TEXT:

- ❖ Close Read strategies
 - Students will be asked to summarize and paraphrase where appropriate to clarify ideas and identify the central idea of the text.
 - Students will use context clues and/or prior knowledge to determine the meaning of words and make inferences about the text.
 - Students will determine the author’s point of view and evaluate text structures.
- ❖ Vocabulary Study
 - Prefix: super- (Latin: above, beyond). Used in *supreme*.
 - Prefix: ad- (Latin: indicating direction, tendency, or addition). Used in *adequate*.
 - Root: equi-/equa- (Latin: equal, even). Used in *adequate*.
 - Root: pater/part (Latin: father). Used in *patriotism*. (Country=Fatherland)
 - Prefix: anti- (Latin: against, opposite). Used in *antithesis*.
- ❖ Language Study
 - Colons. Students can examine Roosevelt’s use of colons—When does he use them? What is their purpose? How can I use colons in my own writing?
 - Semicolons: When does Roosevelt use these? Teachers should point out that Roosevelt uses them with a coordinating conjunction, which is technically incorrect. Teachers can emphasize correct usage of a semicolon.
- ❖ Text Dependent Questions
 - Questions are provided on the Close Reading graphic organizer.
 - For “Freedom of speech” painting: 1. What do you think FDR meant when he said all people should have the freedom of speech and expression? 2. Norman Rockwell’s painting depicts one man exercising his freedom of speech. Describe the man. What can we tell about his job? His income? Is he the same as the people around him? Why or why not? Make sure to use specific details from the painting to help you formulate your answer. 3. What situation is being depicted in the painting? Who is the man talking to? What might he be talking about? How are other people responding to him? Use details from the painting to support your answer.
 - For “Freedom of worship” painting: 1.What do you think FDR meant when he said every person is free to worship God in his own way? Does this quote exclude anyone? Why or why



not? 2. Norman Rockwell's painting depicts people exercising their freedom of worship. Describe the people. What can we guess about their religion(s)? Is this a diverse group of people? Make sure to use specific details from the painting to help formulate your answer. 3. Is Norman Rockwell's vision of freedom of worship the same or different from FDR's? Use details from the painting and FDR's speech to support your answer.

- For "Freedom from want": 1. What do you think FDR meant when he said people should be free from want? What different types of "want" might people experience? 2. Norman Rockwell's painting depicts a group of people around a table. What can we guess about these people? Their economic status? Is this an everyday dinner or a special occasion? Use details from the painting to help formulate your answer. 3. How else could Norman Rockwell have chosen to paint "freedom from want"? Why do you think he chose this particular situation? Use details from the painting and FDR's speech to support your answers.
- For "Freedom from fear": 1. What do you think FDR meant when he said people should be free from fear? What specific type of fear was he referring to? 2. Norman Rockwell's painting depicts an American couple putting their children to bed. At the time of this painting, London was in the middle of the Blitz, when Germans dropped bombs on the city almost every night. Families in England were terrified for their lives. Knowing this, what do you think is going on in the minds of the people in this painting? Use details from the painting to help formulate your answer. 3. Is Norman Rockwell's vision of freedom from fear the same or different from FDR's? Use details from both the painting and FDR's speech to support your answer.

EXPRESS UNDERSTANDING:

- ❖ Students will participate in a class discussion about the document.
- ❖ Students will answer text-dependent questions to complete the close reading graphic organizer.
- ❖ Students will write a paragraph or create a thinking map to reflect their understanding of FDR's American Dream.
- ❖ Students will participate in a group discussion of FDR's speech and Rockwell's paintings.
- ❖ Students will help create a group poster about their assigned freedom and help their group present this poster to the class.



<p>LESSON 7: 1 DAY</p> <p>RESOURCE: COMMONLY CONFUSED WORDS HANDOUT</p> <p>STANDARDS: L9-10.1, 2, 3 Demonstrate command of the conventions of standard English grammar and usage</p>	<p><u>LESSON UNDERSTANDINGS:</u></p> <ul style="list-style-type: none"> ❖ It's important to choose your words carefully to add clarity to your writing. <p><u>ESSENTIAL QUESTIONS:</u></p> <ul style="list-style-type: none"> ❖ What words are commonly confused? Do I need to make corrections to my writing to avoid confusing my reader? <p><u>LESSON OVERVIEW:</u> Students will discuss and complete the worksheet for commonly confused words. The worksheet covers “to/too/two”; “there/their/they’re”; “its/it’s”; “were/where/we’re”; “your/you’re”.</p> <p><u>EXPRESS UNDERSTANDING:</u></p> <ul style="list-style-type: none"> ❖ Students will complete the Commonly Confused Words handout. Teachers may include these words on a quiz at their discretion. ❖ Students will make corrections to a paragraph containing mistakes with commonly confused words.
<p>LESSON 8: 4 Days</p> <p>TEXT(S): “Two Kinds” by Amy Tan (Textbook pg. 94)</p> <p>STANDARDS: RL 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RL 9-10.2 Determine a theme of a text and analyze its development over the course of a text; provide an objective summary of the text.</p>	<p><u>TEXT DESCRIPTION:</u> “Two Kinds” is written from the point of view of a Chinese-American girl. Her mother, who is a first-generation immigrant, has very clear ideas about what it means to be successful in America. Her daughter, however, disagrees with her mother’s definition of success and thinks her expectations are too high. She purposely sabotages her mother’s efforts to help her find her talent, but later regrets these actions and sees that her mother was showing her love in the best way she knew how.</p> <p><u>LESSON UNDERSTANDING(S):</u></p> <ul style="list-style-type: none"> ❖ Pieces of writing with similar themes may still have very different points of view and audiences. ❖ Author’s writing style, word choice, and text structure is influenced by their point of view, purpose, and intended audience. ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race.



RL 9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze how word choice affects meaning and tone.

RI 9-10.6 Determine an 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.

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

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

Tier 2 Vocabulary:

- Reproach**
- Abundance**
- Listlessly**
- Peculiar**
- Discordant**
- Quivering**
- Nonchalantly**
- Brittle**

❖ **Immigrants may have a different American experience than their children.**

ESSENTIAL QUESTION(S):

- ❖ What is the American experience? How is it shaped by immigrant status, socioeconomic circumstances, and racial issues?
- ❖ What is the author’s point of view in this piece? Who is the author’s intended audience?
- ❖ What is the theme of this piece? How does the author reveal the theme?

Focus Questions:

- ❖ What can we infer about the narrator’s socioeconomic status? How does it impact her American experience?
- ❖ How does the narrator’s race influence her American experience?
- ❖ Do immigrants have a different view of America than their children who are born here?
- ❖ What is the theme of the story? Use evidence from the text to support your answer.

LESSON OVERVIEW: Students will read the short story and answer text dependent questions.

READ THE TEXT:

- ❖ Teachers should chunk the text. Different sections may be read aloud by teacher, read aloud by students, or read independently or in partners. Teachers should pause during reading to discuss text and answer text-dependent questions.

UNDERSTAND THE TEXT:

- ❖ Close Read strategies
 - Chunk text into smaller sections to help with student comprehension.
- ❖ Vocabulary Study
 - Prefix: dis- (Latin: apart). Used in *discordant*.
 - Prefix: re- (Latin: again). Used in *reproach*.
 - Root: -proach (Latin: near). Used in *reproach*.
 - Prefix: non- (Latin: not doing, not involved with). Used in *nonchalantly*.



Tier 3 Vocabulary:
Author's Purpose
Point of View
Intended Audience
Theme

❖ Language Study

- Colons: How does Tan use the colon on page 95, in the third paragraph of the story? How does she use the one on page 103, in the third paragraph of the first column?
- Remind students that “Ni kan” means “You watch”—it’s not the narrator’s name (which is Jing-mei).
- Review semicolon usage by choosing a paragraph from the story and asking students where it might be appropriate to insert a semicolon (Tan does not use any), OR ask students to use a semicolon in one of their text-dependent responses.

❖ Text Dependent Questions

- Write a one paragraph summary (5-8 sentences) of the story. Make sure to include only the most important details.
- What is the narrator like at the beginning of the story? What is she like at the end of the story?
- Based on the way the narrator changed, what is the theme of this short story? Use evidence from the text to support your answer.
- What is the author’s point of view about immigrants and their children? What evidence supports your answer?
- What can we infer about the narrator’s socioeconomic status? Use evidence from the text to support your answer.
- What is the narrator’s race? How does her race impact her experiences?
- Reread the last paragraph of the story. What does this paragraph reveal about the narrator’s point of view toward her mother?

❖ Thinking Map Opportunities

- Single-sided Multi-Flow Map: What events led to Jing-mei’s fight with her mom (pg.102)?
- Single-sided Multi-Flow Map: How did Jing-mei change after growing up?
- Double-Bubble Map: Compare and contrast young Jing-mei to adult Jing-mei.
- Double-Bubble Map: Compare and contrast Jing-mei and her mom in regards to their view of being American.



	<p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will answer participate in class discussion about the story and complete text-dependent questions.
<p>LESSON 9: 10 DAYS</p> <p>STANDARDS:</p> <p>RL/RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text.</p> <p>W 9-10.2 Write informative/explanatory text to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>W 9-10.4 Produce clear and coherent writing appropriate to task, purpose, and audience.</p> <p>W 9-10.5 Develop and strengthen writing as needed by planning, revising, and editing; focus on addressing what is most significant for purpose and audience.</p> <p>W 9-10.6 Use technology to produce, publish, and update projects.</p> <p>W 9-10.9 Draw evidence from literary and informational text to</p>	<p>WRITING TASK: Using one of the texts we have read so far, students will write an informative essay addressing the following focus question: What inferences can be made about the author’s American experience based on the evidence presented in the text? Make sure to address the author’s views on immigration, socioeconomic circumstances, and/or racial issues.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ The American experience may mean different things to different people, and may evolve over time. ❖ Summarizing, paraphrasing, and quoting are different processes and there are appropriate times and ways to use each. ❖ Different types of writing have different purposes. <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ What is my purpose in writing this piece? Who is my intended audience? ❖ Do I need to make changes to my writing based on my purpose or audience? ❖ When should I summarize, paraphrase, or quote a source? How do I cite that source? ❖ What is the American experience? How is it shaped by our immigrant status, socioeconomic circumstances, and racial issues? <p>Focus Questions:</p> <ul style="list-style-type: none"> ❖ What is my author’s point of view regarding the American experience? How has his or her view been shaped by his or her immigrant status? By socioeconomic circumstances? By racial issues? By other types of privilege? <p>LESSON OVERVIEW: Students will write an informative/expository essay explaining the view of the American experience as presented through assigned text.</p>



support analysis, reflection, and research.

L 9-10.1-3 Demonstrate command of the conventions of standard English grammar and usage.

DAY ONE AND TWO:

- Teacher will divide students into groups and assign a specific piece of writing (“America,” “Four Freedoms Speech,” “Theme for English B,” and “Two Kinds”).
- Students will create a tree map on a poster which explains how the American experience has been shaped by the narrator’s immigration status, socioeconomic circumstances, and racial makeup.

DAY THREE:

- Students will present findings of their assigned text through the use of posters and participate in a gallery walk. As students consult other group findings they will create a tree map and take notes for each piece.

PREWRITING:

- (1 Day) Students will be given writing prompt and choose a piece they will use for their writing. They will identify direct evidence from the text to support their inferences regarding the author’s views on immigration, socioeconomic circumstances, and/or racial issues.

DRAFTING:

- (Three days) Students write their rough draft in class. On day one, students will focus on their introduction and 1st body paragraph. On day two, students will work on their 2nd and 3rd body paragraphs. On day three students will focus on their conclusion. Teacher will give brief feedback, focusing on overall organization and mentioning any key missing components. This draft will be scored on a 1-4 scale using the Smarter Balanced Expository Writing Rubric.

REVISING AND EDITING (1 day):

- Students will ensure they have a solid thesis. They should ask themselves what their purpose is and evaluate whether or not their thesis fits that purpose. Then they should check the organization of their essay. Do they have all the necessary components? Are they presented in a logical order? They may need to write additional paragraphs, delete sentences, or move things around in their essay. They should check to make sure they have topic sentences in each body paragraph and transition words where appropriate. Students should ask themselves who their



	<p>audience is and determine how they should change their word choice and diction to make it appropriate for that audience.</p> <ul style="list-style-type: none"> • Students will rewrite the second draft of their essay, including the necessary changes. • Students should check each sentence to make sure it is complete and that they have used commas and semicolons correctly. Then they should check their document for spelling and capitalization errors. Finally, they should make sure that they have cited all sources correctly (check parenthetical citations for summaries, paraphrases, and quotes; check direct quotes to make sure they are copied exactly and formatted correctly). <p>FINAL DRAFT:</p> <ul style="list-style-type: none"> • (2 days in computer lab/ transformer carts) Students will submit a typed final draft that adheres to correct MLA guidelines and includes a works cited page. Essay will be scored on a 1-4 scale using the Smarter Balanced Expository Writing Rubric.
<p>LESSON 10 : 2 Days</p> <p>TEXT(S): “A Better Life” from American Radio Works</p> <p>NOTES: Summarizing, Paraphrasing, and Quoting</p> <p>STANDARDS: RI 9-10.1 Cite strong and thorough textual evidence to support analysis; make inferences from the text. RI 9-10.2 Determine a central idea of a text and analyze its development over the course of a text; provide an objective summary of the text. W 9-10.9 Draw evidence from</p>	<p>TEXT DESCRIPTION: “A Better Life” is the transcript of a radio production about the American Dream. It explores the evolution of the idea of the American Dream and its differing definitions.</p> <p>LESSON UNDERSTANDING(S):</p> <ul style="list-style-type: none"> ❖ The American experience may be different for different people, based on their immigrant status, socioeconomic circumstances, and race. ❖ Summarizing, paraphrasing, and quoting are different processes and there are appropriate times and ways to use each. <p>ESSENTIAL QUESTION(S):</p> <ul style="list-style-type: none"> ❖ What is the American experience? How is it shaped by immigrant status, socioeconomic circumstances, and racial issues? ❖ When should I summarize, paraphrase, or quote a source? How do I cite that source? <p>Focus Questions:</p> <ul style="list-style-type: none"> ❖ What does it mean to achieve a positive American experience? What are the requirements in order to achieve that? ❖ Is the American experience easier or better for some people than others? Why?



<p>literary and informational text to support analysis, reflection, and research.</p> <p>SL 9-10.1 Initiate and participate effectively in collaborative discussions.</p> <p>SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically.</p> <p>SL 9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.</p> <p>ACADEMIC VOCABULARY: Summarize Paraphrase Direct Quote</p>	<p>LESSON OVERVIEW: Students will be divided into groups. Each group will receive a portion of the article, “A Better Life.” In their group, they will read and summarize their assigned section. Then the groups will share out with the class. Teacher can structure classroom discussion as preferred, but the discussion should cover the essential questions listed above.</p> <p>After the discussion, students will be expected to write a paragraph about what constitutes the ideal American experience as outlined in “A Better Life.” Students are expected to use quotes from the text to support their reasoning. They must cite their evidence appropriately using MLA format.</p> <p>READ THE TEXT:</p> <ul style="list-style-type: none"> ❖ Students will read in groups. ❖ They may review the entire text independently. <p>UNDERSTAND THE TEXT:</p> <ul style="list-style-type: none"> ❖ Summarize a section <ul style="list-style-type: none"> • Students will work as a group to decide what key details from their text they need to share with the rest of the class. ❖ Discuss the article <ul style="list-style-type: none"> • Students will listen to other groups’ presentations and build on other students’ responses to discuss essential questions. <p>EXPRESS UNDERSTANDING:</p> <ul style="list-style-type: none"> ❖ Students will participate in class discussion. <ul style="list-style-type: none"> • Students will write a brief paragraph stating what constitutes the ideal American experience as outlined in “A Better Life.” Students are expected to use quotes from the text to support their reasoning. They must cite their evidence appropriately using MLA format.
<p>LESSON 11: 8 Days</p> <p>TEXT(S): All texts from the unit</p>	<p>TEXT DESCRIPTION: “You Have to Live in Fear’: One Undocumented Immigrant’s Story” by Bigad Shaba tells about Armando Ibanez and the challenges he and his family has faced due to their immigrant status. In addition, students will find additional research articles during their online search.</p>



STANDARDS:

SL 9-10.1 Initiate and participate effectively in collaborative discussions.

SL 9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically.

SL 91-0.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

W 9-10.6 Use technology to produce, publish, and update projects.

W 9-10.9 Draw evidence from literary and informational text to support analysis, reflection, and research.

LESSON UNDERSTANDING(S):

- ❖ The American experience may mean different things to different people and may evolve over time.
- ❖ Summarizing, paraphrasing, and quoting are different processes and there are appropriate times and ways to use each.

ESSENTIAL QUESTION(S):

- ❖ When should I summarize, paraphrase, or quote a source? How do I cite that source?
- ❖ What is the American experience? How does it affect our views on immigration, socioeconomic circumstances, and racial issues?

Focus Questions

- ❖ How can the American experience differ for individuals? Why don't all Americans achieve it?
- ❖ What factors can contribute to a positive or negative American experience?

LESSON OVERVIEW:

(Day 1) Teacher will introduce the inquiry task by reading the article, “‘You Have to Live in Fear’: One Undocumented Immigrant’s Story” by Bigad Shaba. Students and teacher will engage in a class discussion which identifies the challenges Armando Ibanez and his family have faced based on their immigrant, socioeconomic, and racial status (Economic, prejudice, or discrimination issues, etc.). Teacher and students will also discuss the ways that Armando’s overall American experience has been shaped based on his experiences. Students will annotate article and highlight/underline evidence which support’s Armando’s struggles based on immigration status, socioeconomic status, and racial status.

(Day 2) Using the article from Day 1, students will create a tree map which categorizes their textual evidence found which supports how Armando’s American experience has been shaped by his immigration status, socioeconomic status, and racial status.

(Day 3 and 4) Teacher will assign specific population groups (Low Socioeconomic African American, wealthy African American, 1st generation Latino, 2nd generation Latino, 1st generation Asian American, 2nd generation Asian American, low socioeconomic white American, wealthy white American) 3-4



students will research the same group, but their research should be done individually. Students who research the same population group will work together on this project. Students will research their assigned American population group in the United States by finding reliable online sources. Students will copy quotes correctly, and make note of all relevant citation information as they research.

(Day 5 and 6) Students will create a poster to present the information from their research. The poster must include the name of their population group, several key details from their research (either summarized, paraphrased, or directly quoted with quotation marks and citations) which identifies struggles based on immigration status, socioeconomic status, and racial status. They will copy their quotes onto the poster and include an explanation of how it relates to the overall American experience of the immigrant group they researched.

(Day 7 and 8) Teacher should briefly address good presentation skills. Students will then present their poster to the class.

Extra-Credit Opportunity: Students will be responsible for researching a current news article about an individual or group of people and using a tree map, identify the challenges faced based on: immigrant, socioeconomic, and racial status (Economic, prejudice, or discrimination issues, etc.). Students should also include a paragraph which explains how this group or individual's American experience been shaped.

RESEARCH DETAILS:

- ❖ Students will conduct research and answer the following questions about their population group:
 - What challenges did/ do they face based on: immigrant, socioeconomic, and racial status? (Economic, prejudice, or discrimination issues, etc.)
 - Based on your research, in what ways has this group's American experience been shaped?

EXPRESS UNDERSTANDING:

- ❖ Students will work with their groups to produce a poster that summarizes their research.
- ❖ Students will present their research to the class.



Paramount Unified School District
Educational Services

English Language Arts
Grade 10 - Unit 1