

## ELA State Standards, Course Outcomes, and Core Concepts

Name: **Anne Billington**

Weight: 15% of course grade

Due: September 14

Instructions:

- Choose one course you will focus on ( 10<sup>th</sup> grade ELA)
- Analyze the MI state standards for that course and identify all ELA concepts and skills that students will need to master to achieve grade-level proficiency in each standard.
- Using that list of ELA concepts and skills, synthesize 5-10 course outcomes that describe what students will be able to do (SWBAT) when they successfully complete your course.
- Develop a list of 8-13 core concepts around which you can organize units.
- Write a clear rationale that explains your course design.

### Part I: ELA Concepts & Skills

ELA Concept/Skill	Related Standard
Writing process	1.1
Reflect on writing	1.2
Reflect on speaking	1.2
Reflecting on visual expression	1.2
Speak with a purpose	1.3
Write with a purpose	1.3
Use multimedia with a purpose	1.3
Question something	1.4
Create Thesis	1.4
Study/gather evidence	1.4
Draw conclusions	1.4
Compose report	1.4
Carefully craft various written works	1.5
Carefully craft various speeches	1.5
Carefully craft various multigenre works	1.5
Carefully craft various multimedia works	1.5
Critically read	2.1
Critically Listen	2.1
Critically watch/view	2.1
Use various readings to find deeper meaning	2.2
Variety of views to find deeper meaning	2.2
Variety of listening to find deeper meaning	2.2
Active citizenship through group/personal reading	2.3
Active citizenship through group/personal listening	2.3
Active citizenship through group/personal viewing	2.3
Skills to analyze and contextualize literature	3.1
Read/respond classic fiction	3.2
Read/respond contemporary fiction	3.2

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Read/respond non-fiction	3.2
Read/respond expository text	3.2
Read/respond variety of texts	3.2
Respond/analyze text with literary history	3.3
Respond/analyze text with traditions	3.3
Respond/analyze text with theory	3.3
Examine mass media	3.4
Examine Film	3.4
Examine series fiction	3.4
Examine texts from popular culture	3.4
Understand appropriate use of English	4.1
Understand appropriate use of language variety	4.2

10<sup>th</sup> Grade: American Literature (honors option)  
 (Essential Question) THEME: The American dream and the American spirit

**Part II: Course Outcomes**

Course Outcomes	
1	SWBAT construct various written works, speeches, multigenre and multimedia reports
2	SWBAT examine, investigate and predict non-fiction in order to create conclusions, write a thesis and write a report
3	SWBAT analyze in order to discuss a variety of texts, speeches, and media while using a variety of appropriate English in small groups
4	SWBAT deconstruct film and other mass media in order to be able to improve understanding of texts through visualization of literature
5	SWBAT develop active citizenship through group debates, discussions, and teacher led literature examinations
6	SWBAT reflect on a variety of texts, speeches and visuals in order to find deeper meaning through critical and careful examination
7	
8	
9	
10	

Unit #	# of days	Unit Concept	Unit Goal	Unit Assessment	Cour Outco
1		Unit: <i>The American Dream</i> What is the American Dream? (The American dream of land, wealth, space, non-judgment and freedom) How does it play out in this novel? How did the ending make you feel/change your minds about what the American dream is? <b>Of Mice and Men by John Steinbeck</b>			
2		Unit: <i>The American Dream</i>			

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		<p>The coming-of-age dream story about American work ethic focusing on the middle class working dream of keeping your business afloat. How dreams change when seen through the eyes of a teenager? How does Hubert relate to his fathers dream’s about his business? What does the reader learn about the American dream and how it relates to coming of age?  <b>The Flamingo Rising by Larry Baker</b></p>		
3		<p><i>Unit: The American Dream</i>          Trying to run away to find the American dream. What happens when characters try to chase the dream? Why do characters/real people always believe that life will be better somewhere else? How did the <b>dream change once in California?</b>  <b>The owl's song by Janet Campbell Hale</b></p>		
4		<p><i>Unit: The American Dream</i>          Is this a ‘love’ story? What is Gatsby honestly dreaming about? Why is this story hopeless? How do you feel about the characters/the American dream by the end of the story?  <b>The Great Gatsby by F. Scott Fitzgerald</b></p>		
5		<p><i>Mini unit- Poetry and the American Dream</i>  <b>The Oxford Book Of American Poetry by David Lehman and John Brehm (Reading: Whitman, Dickinson, Frost, McKay, and Cummings)</b></p> <p>-Students will create a speech (in groups of four to five) about the group’s favorite poet from the unit and how their poems relate to the American dream and/or spirit. Each student must speak and it must include:          -Background information on the poet’s life (relating to topic)          -Poet’s most famous works and how they relate to the group’s</p>	<p><b>Dickinson:</b> (Dream- <i>I Am Nobody! Who Are You?</i> + <i>The Soul Selects Her Own Society</i> – Learning poem structure iambic trimeter and rhyme scheme)          (Spirit- <i>“Hope” Is The Thing With Feathers</i> + <i>I Felt A Funeral In My Brain + Because I Could Not Stop For Death</i>)  <b>Whitman:</b> (Spirit- <i>Song Of Myself</i> + <i>Reconciliation</i>)          (Dream- <i>A Noiseless Patient Spider</i> + <i>When I Heard The Learn’d Astronomer</i>)          Have students do outside research (scaffolding towards research paper) on Walt Whitman the man, the poet, read any two extra poems in the anthology (to discuss in groups) How does the author’s voice effect Whitman’s poetry? What is he singing about? What kind of feel did you get for his style? What is his American dream?</p>	

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	<p>thesis -One new poem the class hasn't read -One image of the poet</p>	<p><b>Frost:</b> (<i>Spirit/Dream-The Road Not Taken +Stopping By the Woods On A Snowy Evening-</i> Learning about stressed syllables and breaks in patterns- how to see through to the deeper meaning in the simplicity in poetry) <b>McKay/Cummings:</b> (<i>Spirit/Doubt-America + If We Must Die+ next to of course god america i</i>) What is the difference between how McKay feels about America and how Cummings feels about America? How do the poems tell you that? What language/literary clues are the authors giving you? What are they ultimately saying about the American Dream/Spirit?</p>		
6	<p><i>Mini Unit – Immigration and the American dream</i> The words in this text are not English (not in any language) What do you think the main character's dream is? How does being an immigrant affect the American dream and their access to it? How to critically analyze images like texts. <b>The Arrival by Shaun Tan (Graphic Novel)</b></p>			
7	<p><i>Mini Unit – Immigration and the American dream</i> Film analysis/note taking during film keeping in mind the American dream in order to develop a research paper on immigration in America. What is Viktor's dream? What does Viktor think once he leaves the airport? How does he/doesn't he accomplish the American dream? Film is accompanied by a research paper- (film, graphic novel are two sources but they have to have four) in which they need to discover more about what it is like for people immigrating to the U.S. currently. <b>Film: The Terminal</b></p>	<p><a href="http://www.imdb.com/title/tt0362227/">http://www.imdb.com/title/tt0362227/</a></p>		
8	<p><i>UNIT- The American Spirit</i> The American Spirit doesn't die; being right, honorable and educated, is most valuable in this story. <b>Louisiana Justice: A Lesson</b></p>			

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		<b>Before Dying by Ernest J. Gaines</b>			
9		<i>UNIT- The American Spirit</i> The American Spirit doesn't back down; being honest in the face of hysteria and intolerance. <b>The Crucible by Arthur Miller</b>			
10		<i>UNIT- The American Spirit</i> What happens to the American Spirit when it is tested and when everything that Americans believe in (the American dream) isn't enough to help people. How do people's spirits survive war? <b>Mother Tongue by Demetria Martínez</b>			
11		<i>UNIT- The American Spirit</i> The strength of the American spirit in the face of modern technology, a changing world, and environmental change (adaptability) –what is the right choice in this novel? <b>Feed by M.T. Anderson</b>			
12					
13					

**Part III: Rationale**

**I believe that every student is worthy and capable of an honors course, though my teachers in high school believed I wasn't ready I discovered a new love of English in my advanced literature class and I greatly advanced in my writing skills. I believe every student should be given the opportunity to expand their understanding of English literacy and that American Literature should become a more globally aware class. My American literature class was all classics with no diversity and poorly represented the students in my class. With diversity on the rise in the classroom we as teachers should be doing a better job at allowing our students to empathize with the literature we choose by reading books that interest and reflect their lives.**