

ELA State Standards, Course Outcomes, and Core Concepts

Instructions:

- Choose one course you will focus on (10th 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 multi-genre 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 |
| Read/respond non-fiction | 3.2 |
| Read/respond expository text | 3.2 |
| Read/respond variety of texts | 3.2 |

ELA State Standards, Course Outcomes, and Core Concepts

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| 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 |

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

Part II: Course Outcomes

| Course Outcomes | |
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| 1 | SWBAT construct various written works, speeches, multi-genre 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 |
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| 8 | |
| 9 | |
| 10 | |

| Unit # | Unit Concept | Vocabulary Lesson/or Grammar | Unit Assessment | Course Outcomes |
|--------|--|---|-----------------|-----------------|
| 1 | <i>Unit: 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 | FOCUS- Vocabulary Building http://www.vocabulary.com/lists/24137#view=notes This site is like ready made flash cards with vocabulary words, definitions, and the usage in the txt (has up to 101 vocabulary words if you want to make a readers dictionary for "Of Mice and Men" for the students with words that are commonly misunderstood- focusing here on 'slang' terms like "goo-goo-eyes" and "bindle") http://quizlet.com/4026788/of-mice-and-men-vocab-flash-cards/ This site has games, spelling, learning, testing, a voice and premade flash cards! You can also print flash cards or make your own set (so | | |

ELA State Standards, Course Outcomes, and Core Concepts

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| | <p>ending make you feel/change your minds about what the American dream is? Of Mice and Men by John Steinbeck</p> | <p>your students could make their own after a bookmark project where they collect words from the text that they didn't understand while reading, then create their own flash cards and tests and quiz each other on their vocabulary)</p> | | |
| 2 | <p><i>Unit: The American Dream</i> 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 dreams about his business? What does the reader learn about the American dream and how it relates to coming of age? The Flamingo Rising by Larry Baker</p> | <p>FOCUS- GRAMMAR</p> <p>Since one very angry reviewer of this novel said, "Do writers and editors no longer care about precision, clarity, the most basic rules of grammar?" we will have an activity as a class, our own 'error hunt', with a couple different passages in the novel.</p> <p>After small mini-Lectures each morning on topics like: Coma Splicing and Semi-Colon use, fragments, parallel structure, dangling modifiers, and subject/verb agreement.</p> <p>The class will split up into small groups and do a close read on a passage- looking for a certain error. Once (if) an error is found, your group will present the error and the grammar term to the class. You will also come up with a theory on why the author chose to leave this error in the novel. Was it just an editorial mistake?</p> <p>After all the presentations are done we will read, MLK jr's Letter from Jail, http://www.africa.upenn.edu/Articles_Gen/letter_Birmingham.html —What types of punctuation did these authors use? Was it always correct? Why do you think they made the choices they made? Why are they allowed to write that way?</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 dream change once in California? The owl's song by Janet Campbell Hale</p> | <p>FOCUS- Grammar – simple sentences/sentence structure</p> <p>Since this novel is written in more simple sentences it is a great opportunity to explore sentence structure such as: Independent clauses, dependent clauses, compound sentences and punctuations, complex sentences, compound-complex sentences and connectors.</p> <p>The great thing about these daily lessons is that they should be mostly review and the book will re-enforce the lessons so you can ask students to identify sentence structure while reading in class or for HW</p> | | |

ELA State Standards, Course Outcomes, and Core Concepts

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| 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? The Great Gatsby by F. Scott Fitzgerald</p> | <p>FOCUS- Vocabulary (slang) This novel uses a lot of 1920's slang; in order to help the students understand, and as part of a greater project on slang in every day vernacular. The Students will make a double entry slang dictionary defining terms from the novel in both 1920's slang and modern day slang (that they use) Students will pick 1 term each to teach the class, and illustrate, in a poster to hang around the class. In a Then and Now format. Discussing how and when the words are used (connotations), where they came from (linguistic history), who uses them (linguistic diversity), what society thinks of the usage (social connotations) They will have a vocabulary quiz on the 25-30 words that the class picked. Not all the words have to be on the quiz, or from the novel, and questions can be about connotations, linguistic history, linguistic diversity or social connotations. Collect student's dictionaries because they will be used later!!! :)</p> | | |
| 5 | <p><i>Mini unit- Poetry and the American Dream</i> The Oxford Book Of American Poetry by David Lehman and John Brehm (Reading: Whitman, Dickinson, Frost, McKay, and Cummings)</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/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 groups thesis -One new poem the class hasn't read</p> | <p>Dickinson: (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</i> + <i>Because I Could Not Stop For Death</i>) Whitman: (<i>Spirit- 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? Frost: (Spirit/Dream-<i>The Road Not Taken</i> +<i>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) McKay/Cummings: (Spirit/Doubt- <i>America</i> + <i>If We Must Die</i>+ next to of course <i>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> | <p>FOCUS- VOCAB During the unit stress the importance of student directed (self directed) connotation discovery. Have dictionaries at each desk to accompany books so students can look up words as they read. Assign HW where students must go line by line and re-write the poetry for poets meaning paying attention to the words connotations</p> | <p>FOCUS- GRAMMAR Spend time with the students breaking down the 'parts' of poetry: iambic trimeter, rhyme scheme, half-rhyme, style, voice, stressed syllables, imagery, foreshadowing , punctuation (and lack there of) etc... Why did the poet write the poem in this structure? Put the words in this pattern? Leave off this comma, or make words capital that ought not be?</p> |

ELA State Standards, Course Outcomes, and Core Concepts

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| | -One image of the poet | | (at least, in so far as what the poet meant) Have students look up the multiple definitions of the words in the titles of poems and consider each definition as they read- which meaning was the author after?? |
| 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. The Arrival by Shaun Tan (Graphic Novel)</p> | <p>FOCUS- GRAMMAR To accompany this unit do a short grammar unit that you would do with ESL students that have recently arrived in the country. Go over the basics: Noun Noun Predicate Subject Predicate Verb predicate Direct object Object Adjective</p> <p>Also do the activity where you give directions in another language, (for me-French or Japanese) and ask the students to follow them and see how far they get. Then try the same directions louder, and see how far they get. Then with hand motions and see how much they understand. Then reflect- how would it feel to be an ESL with no English education?</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?</p> | <p>http://www.imdb.com/title/tt0362227/</p> <p>Have the students write down sentences that the main character says and break them down in sentence diagrams: Teacher will teach a lesson on sentence diagramming phrase tree http://grammar.ccc.commnet.edu/grammar/diagrams/diagrams.htm</p> <p>Must pick 5 sentences – 2 from the beginning of the movie, 1 from the middle, 2 from the end. (Teacher should pause movie and remind students- “You should have two sentences written down by now!” etc)</p> | |

ELA State Standards, Course Outcomes, and Core Concepts

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| | <p>What does Viktor think once he leaves the airport? How does he/doesn't he accomplish the American dream? Film is accompanied by 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. Film: The Terminal</p> | <p>Students will then diagram the sentences and then show the errors in the sentence, correcting the grammar, and writing a note to the speaker explaining the grammatical mistake and how to fix it.</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. Louisiana Justice: A Lesson Before Dying by Ernest J. Gaines</p> | <p>FOCUS: VOCABULARY Students will go home and listen, go through the newspaper, watch the news (or TV in general), read a book (can be the book that we are reading) and pick up to 5 NEW WORDS – that they are interested in and define them. Then they will define the words: 1. Context (where they heard it-where it is normally said) 2. Connotation (what was meant by the word) 3. Definition (what the word normally means) 4. Why they chose the word (what is interesting to them about the word)</p> <p>Then the students will have a jigsaw activity where they become experts on their words. After numbering off (1-5) they will group up all the 1's together, all the 2's, all the 3's ...etc..and share their words. The groups will then pick their favorite word from the group-develop a group rationale for their choice and then become experts on the word The groups will re-group so that each group has 1 member from each group (1,2,3,4,5) and they will each teach each other about their new words. The groups will again pick their favorite new word and develop a rationale and then re-group with their original group and share their new words! As a class talk about the great words you discovered today. Allow students to go home and look for more words if they were inspired! Tomorrow create posters with the class defining the winners with pictures, magazine cut-outs and let kids displays words that they are interested in and proud of.</p> | | |
| 9 | <p><i>UNIT- The American Spirit</i> The American Spirit doesn't back down;</p> | <p>FOCUS: VOCABULARY The crucible has a lot of BIG and Contrived words in it, so for the crucible (which we are going to be acting out mostly) the students will have a list of words, without the definitions, and when they</p> | | |

ELA State Standards, Course Outcomes, and Core Concepts

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| | | <p>being honest in the face of hysteria and intolerance. The Crucible by Arthur Miller</p> | <p>come up in the play they will write down the context. At the end of the day we will spend time as a class breaking down the parts of the words, morphology: the study of word parts, prefixes, suffixes, roots (mirco, bene, mal), Semantics, cognates and paying attention to where the words appeared in the play. Here we are discovering what the words mean together and letting students know that just because a text seems difficult doesn't mean it is impossible. Then come up with definitions together. http://www.nccscougar.org/jellithorpe/docswkshts.htm Then REVIEW with the VOCABULARY review game, once all the vocabulary is filled out! Tossing a ball around the room and having kids create a sentence with the Vocabulary words (first with the papers) then take their papers away telling them they can repeat words but not sentences. Make sure to create a few example sentences, as a class, so that the class does not just stick the words at the end!! For the final review have the students use a certain number of the vocabulary in their Essay's about the play.</p> | | |
| 10 | | <p><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? Mother Tongue by Demetria Martínez</p> | <p>FOCUS: GRAMMAR Review Grammar terms that we have gone over this year! (looking at all the work that they have done this year- review the concepts they seem to be struggling the most with!) Create Mini-Lectures on Concepts that they are struggling with for the start of class every day. Use student's work to review (if it is okay! Only good examples) Have the kids create their own Grammar quiz for each other! Make sentences with concepts- with blanks- try to trick your partner, have a 'punctuation bank' like a word bank for the partner to choose from to fill in the blank. If your partner gets a question wrong, spend time explaining the concept to them. If you have a question that stumps both students present it to the class and discuss!!</p> | | |
| 11 | | <p><i>UNIT- The American Spirit</i> The strength of the American spirit in the face of modern technology, changing world, and environmental change (adaptability) –what is the right choice in this novel? Feed by M.T. Anderson</p> | <p>FOCUS: VOCABULARY and Grammar Because there is a lot of slang in this novel students will bring back their Slang dictionaries from the Great Gatsby unit (which include their own modern slang) and add a third column of new-modern future slang to define this futuristic novels way of describing technology and the environment. Also, have students look at specific passages where unusual punctuation is used either by the narrator or the main characters and have a small group discussion explaining why the author chose to use such unusual punctuation – how does it help the author make his point? How does the punctuation change as the main character comes to a realization about the environment? How does his speech differ from his love interests? Have students try to write sample sentences in this same style to understand the intentional impact the author was making on the reader as an exit ticket for the day.</p> | | |

ELA State Standards, Course Outcomes, and Core Concepts

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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 chose by reading books that interest and reflect their lives.

Since vocabulary and grammar are the building blocks of student's basic knowledge, it is important that they are taught vocabulary authentically and frequently. The limits of our language make the limits of our world; and if children can't understand the words they are reading then will not comprehend the content. Ultimately understanding grammar will refine our student's ability to find their voice while writing and enhance their writing ability.