

# FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: English 10

Unit Name: **Warriors Don't Cry: Explorations of Culture, Identity, and History**

Quality Core Objectives:

<b>Unit 3 <i>Warriors Don't Cry</i>: Explorations of Culture, Identity, and History</b>	
A.1. Reading Across the Curriculum	b. Read independently for a variety of purposes (e.g., for enjoyment, to gain information, to perform a task)
	c. Read increasingly challenging whole texts in a variety of literary (e.g., poetry, drama, fiction, nonfiction) and nonliterary (e.g., textbooks, news articles, memoranda) forms
A.2. Reading Strategies	a. Apply strategies before, during, and after reading to increase fluency and comprehension (e.g., adjusting purpose, previewing, scanning, making predictions, comparing, inferring, summarizing, using graphic organizers) with increasingly challenging texts
	b. Use metacognitive skills (i.e., monitor, regulate, and orchestrate one's understanding) when reading increasingly challenging texts, using the most appropriate "fix-up" strategies (e.g., rereading, reading on, changing rate of reading, subvocalizing)
	c. Demonstrate comprehension of increasingly challenging texts (both print and nonprint sources) by asking and answering literal, interpretive, and evaluative questions
	e. Compare texts to previously read texts, past and present events, and/or content learned in other coursework
A.3. Knowledge of Literary and Nonliterary Forms	b. Describe how the choice of form (e.g., film, novel, sculpture) affects the presentation of a work's theme or topic (e.g., comparing <i>Fahrenheit 451</i> to Francois Truffaut's film version)

**Unit 3 *Warriors Don't Cry*: Explorations of Culture, Identity, and History (continued)**

A.4. Influences on Texts	a. Relate a literary work to the important ideas of the time and place in which it is set or in which it was written (e.g., the Great Migration as represented in Richard Wright's work <i>Black Boy</i> and Jacob Lawrence's paintings)
A.5. Author's Voice and Method	a. Use organization or structure of text (e.g., comparison/contrast, cause/effect, problem/solution) and writer's techniques (e.g., repetition of ideas, syntax, word choice) to aid comprehension of increasingly challenging texts
	b. Distinguish between author and narrator/speaker/persona; articulate how the choice of narrator shapes the meaning of increasingly challenging texts
	f. Analyze an author's implicit and explicit argument, perspective, or viewpoint in a text (e.g., Toni Cade Bambara's argument about social class in the U.S. in her short story "The Lesson")
	h. Identify the author's stated or implied purpose in increasingly challenging texts
A.6. Persuasive Language and Logic	a. Identify, analyze, and evaluate the effectiveness of persuasive techniques (e.g., appeals to emotion, reason, or authority; stereotyping) and the presence of bias in literature, film, advertising, and/or speeches
B.1. Writing Process	a. Use prewriting strategies (e.g., brainstorming, webbing, note taking, interviewing, background reading) to generate, focus, and organize ideas as well as to gather information
	c. Revise, refine, edit, and proofread own and others' writing, using appropriate tools (e.g., checklists, writing conferences, student-developed and professional rubrics or models), to find strengths and weaknesses and to seek strategies for improvement
B.2. Modes of Writing for Different Purposes and Audiences	a. Craft first and final drafts of expressive, reflective, or creative texts (e.g., poetry, scripts) that use a range of literary devices (e.g., figurative language, sound devices, stage directions) to convey a specific effect
B.3. Organization, Unity, and Coherence	a. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing
	b. Organize writing to create a coherent whole with effective, fully developed paragraphs, similar ideas grouped together for unity, and paragraphs arranged in a logical sequence
	c. Add important information and delete irrelevant information to more clearly establish a central idea
	d. Rearrange words, sentences, and/or paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone, and voice
	e. Write an introduction that engages the reader and a conclusion that summarizes, extends, or elaborates points or ideas in the writing

	<p>points or ideas in the writing</p>
B.4. Sentence-Level Construction	<p>a. Correct run-ons, fragments, and dangling and misplaced modifiers to improve clarity</p> <p>b. Combine phrases and clauses to create simple, compound, complex, and compound-complex sentences and to coordinate or subordinate meaning for effect</p> <p>c. Use parallel structure to present items in a series and items juxtaposed for emphasis</p>
B.5. Conventions of Usage	<p>a. Correctly spell commonly misspelled/confused words</p> <p>b. Correctly choose verb forms in terms of tense, voice (i.e., active and passive), and mood for continuity</p> <p>c. Make subject and verb agree in number, even when there is some text between the subject and verb</p> <p>d. Use pronouns correctly (e.g., appropriate case, pronoun-antecedent agreement, clear pronoun reference)</p> <p>e. Correctly choose adjectives, adjective phrases, adjective clauses, adverbs, adverb phrases, and adverb clauses and their forms for logical connection to word(s) modified</p>
B.6. Conventions of Punctuation	<p>a. Recognize that several correct punctuation choices create different effects (e.g., joining two independent clauses in a variety of ways)</p> <p>b. Use punctuation correctly within sentences and words</p>
C. Research	<p>a. Use research methods (e.g., background reading, online searches, surveys, interviews) to locate and collect reliable information from print and nonprint sources</p> <p>c. Evaluate source information (e.g., primary and secondary sources) for accuracy, creditability, currency, utility, relevance, reliability, and perspective</p>

**Unit 3 *Warriors Don't Cry*: Explorations of Culture, Identity, and History (continued)**

D.1. Comprehension and Analysis	d. Compare how different media forms (e.g., television news, news magazines, documentaries, online news sources) cover the same event
D.2. Application	g. Actively participate in small-group and large-group discussions, assuming various roles
E. Study Skills and Test Taking	<p>a. Apply active reading, listening, and viewing techniques by taking notes on classroom discussions, lectures, oral and/or video presentations, or assigned at-home reading, and by underlining key passages and writing comments in journals or in margins of texts, where permitted</p> <p>b. Demonstrate organizational skills such as keeping a daily calendar of assignments and activities and maintaining a notebook of class work</p> <p>d. Demonstrate familiarity with test formats and test administration procedures to increase speed and accuracy</p>

**Purpose of the Unit:**

**Prerequisites:** Ninth-grade English, Units One and Two

**Daily Lesson Guide**

<b>Day</b>	<b>Lesson Content and Objectives</b>	<b>Focus Questions/ Learning Targets</b>	<b>Critical Thinking (High Yield / Literacy /LTF/etc.)</b>	<b>Engagement</b>	<b>Assessment and/or Accommodations</b>
<b>1</b>	<b>E.a. Review last year's PLAN results. Set goals for English test</b>	<b>I will be able to review previous PLAN scores and set goals.</b>	<b>Generating Hypotheses, Summarizing, Self-Reflection</b>	<b>Personal Response</b>	<b>Assessment: Personal Goal</b>
<b>2</b>	<b>E.a. Pre-test PLAN: English only</b>	<b>I will be able to practice test- taking strategies and self-assess.</b>	<b>Advance Questions, Summative assessment</b>	<b>Emotional/Intellect ual Safety, personal response</b>	<b>Assessment: PLAN Pre-Test Accommodation: Pre-AP students will complete Anthem on their own.</b>
<b>3</b>	<b>A.8.a., A.8.c., A.8.h., ACT Vocabulary Quiz Triage Test-Taking strategy</b>	<b>I will be able to utilize ACT Vocabulary in context. I will be able to practice the triage test- taking strategy on a practice English test.</b>	<b>Sadlier-Oxford Vocabulary assessment Notetaking, graphic organizers</b>	<b>Novelty</b>	<b>Assessment: Summative assessment Vocabulary Unit 2 Accommodation: Guided notes</b>
<b>4</b>	<b>A.2.c., Transitional Words and meanings Analyze introduction of Anthem for transitional words</b>	<b>I will be able to justify the uses of transitional words from a text.</b>	<b>Identifying similarities, notetaking</b>	<b>Clear/Modeled Expectations, Authenticity</b>	<b>Assessment: Exit Slip – students will identify transitional words and justify why an author would use such words Accommodation: Introduction to Anthem will be read aloud for English 10 and a think-aloud will be</b>

					<b>utilized</b>
5-7	A.3.d., B.1.c, B.2.a., B.4.a, B.4.b., B.6.a., B.6.b., B.6.c. Review punctuation rules and guided practice; poetry response due	I will be able to identify correct and incorrect punctuation in context. I will be able to practice correct punctuation usage. I will be able to analyze and make personal connections to a poetry of my choice.	Nonlinguistic representations, graphic organizers	Clear/Modeled Expectations, learning with others, Novelty and Variety, Personal Reflection, Choice	Assessment: Peer editing,
8	A.2.b., A.2.d., A.5.b., B.1.c, B.4.a, B.5.e. Misplaced Modifier Doodles	I will be able to use images to represent sentence content. I will be able to edit misplaced modifiers.	Nonlinguistic representations	Choice, Novelty and Variety	Assessment: Students will edit sentences with misplaced modifiers, quiz over misplaced modifiers Accommodations: Complete some difficult misplaced modifiers together as a class
9-10	A.5.b., B.1.c, B.4.e., B.4.f., B.5.b., B.5.c., B.5.d. Verb Tenses chart and practice with parallelism	I will be able to identify various verb tenses and edit them correctly. I will be able to identify incorrect usage of parallel structure and implement parallelism.	Graphic organizers	Clear/Modeled Expectations	Assessment: students will edit sentences with non-parallel structure Accommodations: A verb-tense chart will be used to take notes; All verb tenses will be covered in Pre-AP, including perfect tenses, while only past, present, future verb tenses will be discussed in English 10
	B.4.e	I will be able to	Identifying	Learning with	Assessment: Students work in

11	Justify why multiple choice answers are right/wrong from practice PLAN tests.	justify why/why not multiple choice answers are correct on a practice PLAN.	similarities/differences, summarizing	Others	groups of 4 determine right answers for a practice PLAN test with justifications  Accommodations: Students are placed in groups purposefully and assigned specific duties
12	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. English PLAN post-test	I will be able to implement triage test-taking strategies on a practice PLAN English test.	Summative assessment, testing hypotheses	Emotional/Intellectual Safety	Assessment: Summative, post-test  Accommodations: students with testing accommodations were granted
13	A.8.a., A.8.c., A.8.h., B.5.a. ACT vocabulary quiz; Apostrophes and commonly confused words	I will be able to use ACT Vocabulary in context.	Sadlier-Oxford Vocabulary assessment, graphic organizer	Authenticity, Learning with Others,	Assessment: Summative, Vocabulary Unit 3  Accommodations: students with testing accommodations were granted
14	E.a. Review results, set goals for PLAN test, review good faith effort and incentives	I will be able to self-reflect on growth and progress and set goals for the PLAN test.	Self-Reflection, generating hypotheses	Personal Response	Assessment: Self-Reflection on growth between pre- and post-test  Accommodations: students had one-on-one conferences about goal-setting
15	E.a., B.4.a., B.4.b., B.4.e., B.4.f., B.5.a-e., B.6.a-c. PLAN test	I will be able to implement triage test-taking strategies.	Testing Hypotheses	Sense of Audience	Assessment: State Assessment – PLAN  Accommodations: students with testing accommodations were granted
16	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e., A.4.a., A.7.a., B.1.a., E.a. Read Ch. 1-2 Anthem	I will be able to identify similarities and differences in the	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Personal Response, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips

	Hunger Games clips, use Venn diagram to compare and contrast	societies of Anthem and Hunger Games.			Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
17	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.3.d., A.4.a., A.7.a., B.1.a., B.2.a., E.a. Read Ch. 3-7 Anthem Hunger Games clips, Use Venn diagram to compare and contrast; Poetry Response due	I will be able to analyze similarities and differences between the societies. I will be able to analyze and make personal connections to a poem of my choice.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety, Personal Reflection, Choice	Assessment: students will complete a venn diagram while reading and watching clips  Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
18	A.2.a., A.2.b., A.2.c., A.2.d., A.2.e, A.4.a., A.7.a., B.1.a., E.a. Read Ch. 8-12 Anthem Hunger Games clips, Use Venn diagram to compare and contrast	I will be able to analyze similarities in theme between the texts.	Identifying similarities/differences, graphic organizers, nonlinguistic representations	Learning with Others, Novelty & Variety	Assessment: students will complete a venn diagram while reading and watching clips  Accommodations: students in Eng 10 are given key passages read, popcorn reading and think-aloud strategies used
19	A.2.e, A.7.a., B.1.a., B.1.c, B.2.f., B.3.a., B.3.b, B.3.c Finish Hunger Games clips, Finish reading from Anthem Write an on-demand open response defending actions of characters/defending, challenging, qualifying theme-based quote	I will be able to defend, challenge, or qualify the actions of characters in both societies, noting similarities in theme/actions.	Identifying similarities and differences	Choice, Personal Response	Assessment: Students will complete an on-demand writing prompt that will fulfill the first trimester's writing plan requirement: Anecdote related to evidence to support argument

