

Honors English Language Arts Grade 10

Unit One: Analyzing and Creating Narrative Nonfiction

ESSENTIAL QUESTION

How does adversity shape the outcomes of an individual's life?

BIG IDEAS

- Students will cite evidence from literary, informational, and historical texts to support narrative writing
- Students will write narrative nonfiction
- Students will make connections between evidence and themes/main ideas
- Students will analyze various aspects of literature, including point of view

GUIDING QUESTIONS

Content

- How do authors develop conflict in both literature and narrative nonfiction? (RL.10.5)
- How does conflict impact character development in literature and narrative nonfiction? (RL.10.3)
- Which types of conflicts are more/less significant in the development of a character? (RL.10.3)
- What connections exist between conflict and choices of individuals in literature and narrative nonfiction? (RL.10.3, RL.10.6)

Process

- What choices do authors of narrative nonfiction make to create impactful stories? (RL.10.4, RL.10.5)
- How can I synthesize literary and nonfiction texts to support my writing? (RL.10.9, RI.10.9, RL.10.1, W.10.9)
- How can I use conflict to develop characters in my narrative writing? (W.10.3)
- How can I use setting to develop characters and theme/main idea in narrative writing? (W.10.3)

Reflective

- How can reading literature and narrative nonfiction help me empathize with the struggles of others? (RL.10.6, RL.10.3)
- Why is empathy an important social and emotional skill? (RL.10.6)
- How can I analyze the connection between someone's life experiences and their choices? (RL.10.6, RL.10.3)

FOCUS STANDARDS

Writing

- Write narratives to develop real or imagined experiences or events using effective technique,

well-chosen details, and well-structured event sequences. **W.10.3**

- Draw evidence from literary or informational texts to support analysis, reflection, and research. **W.10.9**

Reading: Literature

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RL.10.1**
- Determine a theme or central idea of a text and analyze in detail its development. **RL.10.2**
- Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme. **RL.10.3**
- Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. **RL.10.4**
- Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. **RL.10.5**
- Analyze a particular point of view or cultural experience reflected in a work of literature. **RL.10.6**
- Analyze and evaluate the representation of a subject or a key scene in multiple mediums-- including media, artistic, and other visual formats. **RL.10.7**
- Analyze how an author draws on and transforms source material in a specific work. **RL.10.9**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RL.10.12**

Reading: Informational

- Analyze documents of historical and literary significance, including how they address related themes and concepts. **RI.10.9**

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Unit Two: Impacting Others

ESSENTIAL QUESTIONS

How can effective arguments positively impact others?

BIG IDEAS

- Students will analyze how writers construct effective arguments.
- Students will write arguments for a specific audience.
- Students will evaluate opposing viewpoints and write counter-arguments to strengthen their rhetoric.

GUIDING QUESTIONS

Content

- What are the elements of an effective argument? (RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.8)
- What argumentative techniques are most effective for specific audiences? (W.10.4)
- How are opposing viewpoints addressed and countered in effective argument? (RI.10.3, RI.10.5, RI.10.8)

Process

- How do I utilize logos, ethos, and pathos in order to strengthen my argument? (W.10.1)
- How do I balance the use of logos, ethos, and pathos to appeal to certain audiences? (W.10.4)
- How can I incorporate effective argumentation techniques in order to impact others? (W.10.1, W.10.4)
- How do I incorporate claims, counterclaims, reasons, and evidence to impact others? (W.10.1, W.10.4)
- How do I select the strongest evidence to support my claims? (W.10.1, RI.10.1)
- How do I effectively embed evidence into my argument? (W.10.1)
- How can I effectively connect evidence to my claim in my commentary? (W.10.1, SL.10.4)
- How does an intended audience influence how I present an argument? (W.10.4)
- How can I write with clarity, following the conventions of standard English? (W.10.10, W.10.11)
- How can I use feedback and self-reflection to improve my writing? (W.10.12)

Reflective

- How does recognizing the elements of an effective argument lead me to evaluate its validity? (RI.10.3, RI.10.4, RI.10.5, RI.10.6, RI.10.8)
- How do rhetorical choices impact my thinking? (RI.10.6)
- How does strong, effective evidence strengthen a claim? (RI.10.1)
- How do I know I've selected the right techniques for my intended audience? (RI.10.3, RI.10.4,

RI.10.5, RI.10.6, RI.10.8)

- How do I adapt my argument for different audiences? (W.10.4)

FOCUS STANDARDS

Writing

- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. **W.10.1**
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. **W.10.4**
- Demonstrate command of the conventions of standard English grammar and usage when writing. **W.10.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W.10.11**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.10.12**

Speaking and Listening

- Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **SL.10.4**

Reading: Literature

- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for grade 10. **RL.10.13**

Reading: Informational

- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **RI.10.1**
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. **RI.10.3**
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **RI.10.4**
- Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text. **RI.10.5**
- 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.10.6**
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. **RI.10.8**

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Unit Three: Seeking Knowledge

ESSENTIAL QUESTIONS

How and where do I find knowledge outside of my own experience? How do I incorporate this knowledge into future inquiry?

BIG IDEAS

- Students will know how and where to accurately curate sources from various platforms.
- Students will understand how to synthesize these sources into a singular text.
- Students will recognize the fluid nature of research on a topic and how new information impacts a position.

GUIDING QUESTIONS

Bold and underlined font = honors-level applications of the questions above them

Content

- How do I identify appropriately complex and varied sources? (W.10.8)
- How do I incorporate nontraditional research methods? (SL.10.2, RI.10.7)
- How do I use these sources and appropriately cite them within my own text? (W.10.2)
- How do I select implicit and explicit evidence and effectively cite it? (W.10.2)

Process

- How do I use multiple sources to support my thesis? (W.10.8)
- How do I differentiate between effective and ineffective sources? (SL.10.2, W.10.8)
- How should I adapt my thesis to accommodate new knowledge? (W.10.5)
- As I adapt my thesis, how should I also adapt the content? (W.10.5)
- What strategies should I use to pull relevant information from the texts I am reading? (W.10.8)
- How should I adapt my reading strategies to account for fiction and nonfiction texts? (RL/RI.10.11)
- How do I transfer my knowledge of reading across a variety of print and nonprint text? (SL.10.2, W.10.6)
- How do I identify common elements of language across a variety of contexts? (W.10.8)
- How do I create a text that integrates multiple perspectives? (SL.10.2)
- How can I strengthen my argument by refuting valid points made by multiple perspectives? (W.10.2, W.10.5)

Reflective

- How does using sources influence my effectiveness as a writer? (W.10.8, SL.10.2)
- How does reading a variety of sources increase my ability to evaluate sources? (RI.10.7)
- How does my research affect my credibility on this topic? (W.10.8)

Writing

- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **W.10.2**
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. **W.10.5**
- Use technology, including the internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. **W.10.6**
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **W.10.8**

Speaking and Listening

- Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source. **SL.10.2**

Reading: Literature

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. **RL.10.11**

Reading: Informational

- Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account. **RI.10.7**
- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading. **RI.10.10**
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 10 reading and content, choosing flexibly from a range of strategies. **RI.10.11**

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Unit Four: Analyzing Rhetoric

ESSENTIAL QUESTIONS

How do rhetorical strategies impact our perception of societal issues?

BIG IDEAS

- Students will conduct rhetorical analysis of texts
- Students will write claims using supportive evidence
- Students will synthesize evidence from multiple sources to support a claim or answer a question
- Students will use inquiry to develop their thinking when writing, reading, speaking and listening

GUIDING QUESTIONS

Content

- How do I evaluate texts for tone and bias? (RI.10.2, RI.10.4)
- What are the rhetorical elements that impact one's audience? (RI.10.2, RI.10.4, SL.10.3)
- How do rhetorical elements layer within a text? (RI.10.2, RI.10.4, SL.10.3)
- What tools do I need in order to participate in civil discourse? (W.10.7, SL.10.1, SL.10.6)

Process

- How do I incorporate multiple viewpoints within my writing and speaking? (W.10.7)
- How can I increase the effectiveness of my argument and my credibility as a writer? (W.10.12)
- How do I utilize contrasting views to increase the effectiveness of my argument and my credibility as a writer? (W.10.12)
- How can listening to new ideas and guided inquiry help me form an opinion? (W.10.7, RI.10.13)
- How does the extent of exposure to new ideas create a more informed opinion? (RI.10.13, RI.10.2)
- How does reading the ideas of the opposition strengthen my understanding of the topic? (RI.10.2)

Reflective

- How do my own experiences impact my perception of a given topic? (SL.10.3)
- What is my personal responsibility toward understanding developing issues? (SL.10.1)
- What is the value of multiple viewpoints in societal discourse? (SL.10.1)

FOCUS STANDARDS

Writing

- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **W.10.7**
- Demonstrate command of the conventions of standard English grammar and usage when writing. **W.10.10**
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. **W.10.11**
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time

frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. **W.10.12**

Speaking and Listening

- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. **SL.10.1**
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. **SL.10.3**
- Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. **SL.10.5**
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. **SL.10.6**
- Demonstrate command of the conventions of standard English grammar and usage when speaking. **SL.10.7**

Reading: Literature

- Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. **RL.10.10**
- Read and comprehend high quality dramas, prose, and poetry of appropriate quantitative and qualitative complexity for grade 10. **RL.10.13**

Reading: Informational

- Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary of the text. **RI.10.2**
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone. **RI.10.4**
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. **RI.10.12**
- Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for grade 10. **RI.10.13**