ARTS IN MOTION CHARTER SCHOOL| 10th Grade ELA CURRICULUM MAP

Projects	Essential Questions	Enduring Understandings	Cognitive Skills	CCSS	Final Product
Poetry Analysis Project	● How do poets use language to express and understand personal and universal experiences?	● Poets use language purposefully for specific effects. ● Poets use language to express ideas about personal and universal experiences.	● Conventions ● Discussion / Contribution ● Explanation of Evidence ● Informational/Explanatory Thesis ● Integration of Evidence ● Norms / Active Listening ● Organization (Transitions, Cohesion, Structure) ● Preparation ● Theme/Central Idea ● Word Choice	● CCSS.ELA-LITERACY.L.9-10.5 ● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.5 ● CCSS.ELA-LITERACY.RL.9-10.9 ● CCSS.ELA-LITERACY.SL.9-10.1 ● CCSS.ELA-LITERACY.W.9-10.2	● Poetry Analysis Essay ● Poetry Analysis Socratic Seminar
Dystopian Project	● How can dystopian literature be used to express a warning about the future? ● How can we use patterns from the past to help us understand the present and future?	● Narrative is a powerful tool to highlight a real world issue of the present and future	● Conventions ● Development ● Discussion / Contribution ● Narrative ● Norms / Active Listening ● Preparation ● Theme/Central Idea	● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.3 ● CCSS.ELA-LITERACY.RL.9-10.4 ● CCSS.ELA-LITERACY.RL.9-10.5 ● CCSS.ELA-LITERACY.SL.9-10.1 ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.3 ● CCSS.ELA-LITERACY.W.9-10.5	● Literature Circle Discussion ● Literary Analysis Essay ● Dystopian Narrative
World Literature Project	● How do authors' experiences and backgrounds influence the stories they tell? ● What is the power of telling stories?	● Literature gives us insight into people, places, events, or periods of time. ● Novels and stories are often the reflection of authors' own lived experiences, backgrounds, and cultures.	● Conventions ● Development ● Explanation of Evidence ● Informational/Explanatory Thesis ● Making Connections & Inferences ● Multimedia in Oral Presentation ● Oral Presentation ● Point of View/Purpose ● Selection of Evidence ● Style and Language (Tone, Academic Language, Syntax) ● Theme/Central Idea	● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.3 ● CCSS.ELA-LITERACY.RL.9-10.4 ● CCSS.ELA-LITERACY.RL.9-10.5 ● CCSS.ELA-LITERACY.RL.9-10.6 ● CCSS.ELA-LITERACY.SL.9-10.4 ● CCSS.ELA-LITERACY.SL.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.2 ● CCSS.ELA-LITERACY.W.9-10.7	● Group Presentation ● Literary Analysis Paragraphs ● World Literature Research Essay
Power of Persuasion	● What tools can I use to successfully convince an audience of a particular	● Effective arguments are developed through collecting and synthesizing information from a variety of resources.	● Argumentative Claim ● Conventions ● Counterclaims ● Discussion / Contribution	● CCSS.ELA-LITERACY.RI.9-10.1 ● CCSS.ELA-LITERACY.RI.9-10.2 ● CCSS.ELA-LITERACY.RI.9-10.3 ● CCSS.ELA-LITERACY.RI.9-10.4	● Written Analysis of Argument ● Academic

	argument? ● What makes an effective argument? What makes an ineffective argument? ● How can we use research to inform our stance on a particular topic ? ● How can we select evidence and present our arguments in a way that is convincing to a particular audience?	When you create an argument, you must consider your audience, your subject, and your purpose.	● Explanation of Evidence ● Integration of Evidence ● Norms / Active Listening ● Organization (Transitions, Cohesion, Structure) ● Preparation ● Synthesizing Multiple Sources ● Word Choice	● CCSS.ELA-LITERACY.RI.9-10.5 ● CCSS.ELA-LITERACY.RI.9-10.6 ● CCSS.ELA-LITERACY.RI.9-10.8 ● CCSS.ELA-LITERACY.W.9-10.1 ● CCSS.ELA-LITERACY.W.9-10.5 ● CCSS.ELA-LITERACY.W.9-10.7	Discussion ● Argument Product

ARTS IN MOTION CHARTER SCHOOL| 10th Grade ELA UNIT PLAN

Project	**Poetry Analysis Project**
Suggested Time	● 5 Weeks
Essential Questions	● How do poets use language to express and understand personal and universal experiences?
Enduring Understandings	● Poets use language purposefully for specific effects. ● Poets use language to express ideas about personal and universal experiences.
Cognitive Skills	● Conventions ● Discussion / Contribution ● Explanation of Evidence ● Informational/Explanatory Thesis ● Integration of Evidence ● Norms / Active Listening ● Organization (Transitions, Cohesion, Structure) ● Preparation ● Theme/Central Idea ● Word Choice
Focus Areas	● Types of Evidence 2 ● Evaluating Evidence 2
CCSS	● CCSS.ELA-LITERACY.L.9-10.5 ● CCSS.ELA-LITERACY.RL.9-10.1 ● CCSS.ELA-LITERACY.RL.9-10.2 ● CCSS.ELA-LITERACY.RL.9-10.5 ● CCSS.ELA-LITERACY.RL.9-10.9 ● CCSS.ELA-LITERACY.SL.9-10.1 ● CCSS.ELA-LITERACY.W.9-10.2
Checkpoints	● Poem Annotation Practice ● Small group Discussion ● Poem Annotation for Essay ● Essay Pre-writing

Final Product	● Poetry Analysis Essay ● Poetry Analysis Socratic Seminar

ARTS IN MOTION CHARTER SCHOOL| 10th Grade ELA LESSON PLAN

Project	Poetry Analysis Project	Essential Questions	● Poets use language purposefully for specific effects. ● Poets use language to express ideas about personal and universal experiences.	Final Product	● Poetry Analysis Essay ● Poetry Analysis Socratic Seminar

Checkpoint	● Poem Annotation Practice
Cognitive Skills	● Conventions ● Discussion / Contribution ● Explanation of Evidence ● Informational/Explanatory Thesis ● Integration of Evidence ● Norms / Active Listening ● Organization (Transitions, Cohesion, Structure) ● Preparation ● Theme/Central Idea ● Word Choice
Objective	● Annotate a poem and get feedback on your teacher on the skills: theme/central idea, word choice, and preparation.
Activities	● TPS-Fast Annotation Strategy
Resources	● Model Annotated Poems ● TPS-Fast Annotation ppt
Assessment	● Performance task assessment using cognitive skills (See attached Sample)

TPS-FAST Annotation Strategy

When you are reading a poem to understand and analyze it, it is helpful to annotate it. Think of your annotations as a conversation with the text - you should include reactions, comments, questions, and even illustrations!

Do not assume that you need to "get" the poem or understand it completely in order to practice TPS-FAST annotation. Actually, practicing TPS-FAST annotation will help you understand the poem.

Initial	What is it?	What should I be looking for in the poem to annotate this part?
T		
P		
S		
F		
A		
S		
T		

Step 1: Poem Annotation #1

Directions:
1. Print the poem that you choose to annotate.
2. To save paper, <u>please</u> just print the page(s) of the poem that you are annotating.
3. Write a complete annotation, using TPS-FAST. <u>Please use pen, not pencil.</u>
4. When you have completed the annotation, turn it in to your teacher for feedback.

Remember …

Being able to analyze, understand, and write about poetry are skills that will prepare you for college. It is most important to me that you do original work and thinking. Please show <u>integrity</u> by avoiding ANY online resources about the meanings of these poems. It is okay to use online sources to look up word definitions, allusions, or information about the poet.

Look here for feedback from your teacher on your annotations and the skills **Theme/Central Idea** and **Word Choice**!

Theme/Central Idea

2	3	4	5	6
Identifies a topic in a text and identifies some details that are relevant to that topic.	Identifies a theme/central idea in a text and identifies some details that are relevant to that theme/central idea.	Identifies a theme/central idea in a text and provides a limited explanation of how that theme/central idea is developed through specific details.	Identifies a major theme/central idea in a text and provides an accurate explanation of how that theme/central idea is developed through specific details. Provides some explanation of how the theme/central idea interacts with supporting ideas or other elements in the text (e.g., setting, plot, character).	Identifies multiple themes/central ideas in a text and provides an accurate analysis of their development and interaction with each other and with supporting ideas or other elements in the text (e.g., setting, plot, character).

Word Choice

2	3	4	5	6
Explains the difference between a connotative meaning and a denotative meaning of a word in a text. Describes, with some clarity, why an author would pick one word over another in a text.	Identifies words and phrases that impact the meaning or tone of the text; generally explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and/or technical meanings); provides a limited explanation of how those word choices impact meaning or tone in the text.	Identifies words and phrases that impact the meaning and/or tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings); explains the impact of those word choices on meaning and/or tone in the text.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Clearly explains the impact of those specific word choices on the meaning and/or tone of the text. Generally explains how specific word choices relate to context or medium.	Identifies words and phrases that impact the meaning and tone of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including figurative, connotative, and technical meanings). Explains the cumulative impact of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.

For your final poem annotation, you should focus on …
-
-

Originally

by Carol Ann Duffy

We came from our own country in a red room
which fell through the fields, our mother singing
our father's name to the turn of the wheels.
My brothers cried, one of them bawling, *Home,*
Home, as the miles rushed back to the city,
the street, the house, the vacant rooms
where we didn't live any more. I stared
at the eyes of a blind toy, holding its paw.

All childhood is an emigration. Some are slow,
leaving you standing, resigned, up an avenue
where no one you know stays. Others are sudden.
Your accent wrong. Corners, which seem familiar,
leading to unimagined pebble-dashed estates, big boys
eating worms and shouting words you don't understand.
My parents' anxiety stirred like a loose tooth
in my head. *I want our own country*, I said.

But then you forget, or don't recall, or change,
and, seeing your brother swallow a slug, feel only
a skelf of shame. I remember my tongue
shedding its skin like a snake, my voice
in the classroom sounding just like the rest. Do I only think
I lost a river, culture, speech, sense of first space
and the right place? Now, *Where do you come from?*
strangers ask. *Originally?* And I hesitate.

Still I Rise

Maya Angelou

You may write me down in history

With your bitter, twisted lies,

You may trod me in the very dirt

But still, like dust, I'll rise.

Does my sassiness upset you?

Why are you beset with gloom?

'Cause I walk like I've got oil wells

Pumping in my living room.

Just like moons and like suns,

With the certainty of tides,

Just like hopes springing high,

Still I'll rise.

Did you want to see me broken?

Bowed head and lowered eyes?

Shoulders falling down like teardrops,

Weakened by my soulful cries?

Does my haughtiness offend you?

Don't you take it awful hard

'Cause I laugh like I've got gold mines

Diggin' in my own backyard.

You may shoot me with your words,

You may cut me with your eyes,

You may kill me with your hatefulness,

But still, like air, I'll rise.

Does my sexiness upset you?

Does it come as a surprise

That I dance like I've got diamonds

At the meeting of my thighs?

Out of the huts of history's shame

I rise

Up from a past that's rooted in pain

I rise

I'm a black ocean, leaping and wide,

Welling and swelling I bear in the tide.

Leaving behind nights of terror and fear

I rise

Into a daybreak that's wondrously clear

I rise

Bringing the gifts that my ancestors gave,

I am the dream and the hope of the slave.

I rise

I rise

I rise.

Grass

Carl Sandburg

Pile the bodies high at Austerlitz and Waterloo.

Shovel them under and let me work—

        I am the grass; I cover all.

And pile them high at Gettysburg

And pile them high at Ypres and Verdun.

Shovel them under and let me work.

Two years, ten years, and passengers ask the conductor:

        What place is this?

        Where are we now?

        I am the grass.

        Let me work.

[First Name Last Name]

[Course Name]

[Section]

[Date of Submission]

<div align="center">Poetry Analysis Project</div>

<div align="center">Copy and paste your final draft here. Do <u>not</u> change the formatting.</div>

Final Comments from your teacher:

Strengths - Keep doing this in future work!	Areas for improvement

Practicing Theme/Central Idea and Word Choice

Theme/Central Idea Level 6

Identifies **multiple themes/central ideas** in a text and provides an **accurate analysis** of their development and interaction with each other and with **supporting ideas or other elements in the text** (e.g., setting, plot, character).

Word Choice Level 6

Identifies **words and phrases** that impact the **meaning and tone** of the text; clearly and accurately explains the meaning of those words and phrases as they are used in the text (including **figurative**, **connotative**, and technical meanings). Explains the **cumulative impact** of those specific word choices on the meaning and/or tone of the entire text. Clearly explains how specific word choices relate to context or medium.

An Annotation Strategy to Practice These Skills!

T	**Title**	
P	**Paraphrase**	
S	**Speaker**	
F	**Figurative Language**	
A	**Attitude/Tone**	
S	**Shifts**	
T	**Theme(s)**	