ENGLISH II COURSE REDESIGN

Creating a 10th grade English class that meets both the English graduation requirement and the Ethnic Studies graduation requirement in California offers several valuable benefits:

1. Integrated Learning Experience

Combining English and Ethnic Studies allows students to engage with literature and informational texts that reflect diverse cultural perspectives. This integrated approach helps students develop a deeper understanding of different cultures while honing their reading, writing, and analytical skills.

2. Relevance and Engagement

By incorporating ethnic studies into the English curriculum, the course becomes more relevant to students' lives and experiences. This relevance can increase student engagement and motivation, as they see their own cultures and histories represented in the curriculum.

3. Critical Thinking and Empathy

Students are encouraged to think critically about issues of heritage, identity, and culture. This fosters empathy and a greater appreciation for diversity, helping students become more informed and compassionate individuals.

4. Efficiency and Flexibility

Offering a dual-purpose course allows students to fulfill two graduation requirements simultaneously. This can free up their schedules for other electives or advanced courses, providing greater flexibility in their academic planning.

5. Comprehensive Skill Development

The course supports the development of essential skills outlined in the Common Core standards, such as textual analysis, evidence-based writing, and effective communication. At the same time, it addresses the key components of ethnic studies model curriculum, such as understanding cultural contributions and challenges.

6. Preparation for a Diverse World

Students gain a broader perspective on the world, preparing them for college, careers, and civic life in an increasingly diverse society. They learn to navigate and appreciate cultural differences, which is a valuable skill in any field.

The following seven units outline how the course redesign meets both the Grade 10 English Common Core State Standards as well as the following key components needed for a course to meet the Ethnic Studies Graduation requirement:

1. **Core Content**: The course will cover the histories, cultures, contributions, and challenges of four primary groups: Native Americans, African Americans, Latino/a/x Americans, and Asian Americans.
2. **Inclusive Curriculum**: It will include discussions on the ethnic heritage and legacies of students in the local community, ensuring the curriculum is relevant and reflective of the student population.
3. **Critical Thinking and Analysis**: The course will encourage students to engage in critical thinking and analysis of historical and contemporary issues related to culture, ethnicity, and identity.
4. **Interdisciplinary Approach**: The curriculum will integrate perspectives from various disciplines such as history, sociology, literature, and the arts to provide a comprehensive understanding of ethnic studies.
5. **Alignment with State Standards**: The course will align with the California State Standards and the Ethnic Studies Model Curriculum.

The course will be facilitated with the use of five core texts and a multitude of supplemental resources from articles, short stories, works of art, podcasts and videos. The five core texts are:

- *The Distance Between Us* by Reyna Grande
- *Much Ado About Nothing* by William Shakespeare
- *The Joy Luck Club* by Amy Tan *(Pending Board Approval)*
- *Animal Farm* by George Orwell
- *Night* by Elie Wiesel

UNIT 1

In this unit, students will explore the theme of culture, growing up, and identity. Through close readings and annotations, students will be introduced to the cultural archetypes of collectivistic and individualistic societies and how these archetypes impact an individual's identity and actions. They will examine the layers of culture, including unspoken rules around social interactions and norms, concepts of time, and motivations. Students will consider the "coming of age" theme under various cultural constructs. By engaging with a diverse range of texts, including short stories, artwork, and poetry, students will analyze how cultural values and expectations are represented in different contexts and mediums. They will develop their skills in crafting precise claims and formal arguments through essay writing and other assignments. The unit will also include discussions on how cultural expectations shape family dynamics and individual identities, and how perceptions of happiness evolve with maturity.

<u>10th Grade English-Language Arts Content Standards</u>

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.2:** Determine a theme or central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.9-10.3:** Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CCSS.ELA-Literacy.RL.9-10.4:** 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **CCSS.ELA-Literacy.RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.9-10.2:** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.1.a:** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **CCSS.ELA-Literacy.W.9-10.2.b:** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- **CCSS.ELA-Literacy.W.9-10.2.c:** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **CCSS.ELA-Literacy.W.9-10.2.d:** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.1.c**: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **CCSS.ELA-Literacy.SL.9-10.1.d:** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

Essential Questions:

- What is culture?
- What elements make up the layers of culture?
- How do cultural expectations impact our family?
- How do families create cultural expectations?
- How do individual cultures show care?
- How does a protagonist becoming an adult reflect their cultural expectations?
- How do perceptions of happiness change with maturity?

UNIT 2

In this unit, students will inspect the potential differences between simple appearances and complex realities. Refining their analytic skills, students will annotate both fiction and nonfiction centering on concepts of truth. Students will discuss how appearances can be deceiving and consider reasons people accept those appearances as truthful. Using SIFTT models of analysis, students will be able to both identify and research dominant narratives and recognize their resistant power.

S – **Symbolism**: Look for and interpret symbols, metaphors, or visual/iconic representations that convey deeper meanings.

I – **Images**: Analyze the visual elements (photos, illustrations, layout) and how they support or influence the text's message or tone.

F – **Figures (Facts or Figures)**: Examine the statistics, data, or factual claims presented. Consider their source, accuracy, and impact.

T – **Tone**: Identify the author's or creator's tone—whether it is serious, sarcastic, angry, hopeful, etc.—and how it shapes your perception.

T – **Theme**: Determine the central message or underlying ideas conveyed by the source.

<u>10th Grade English-Language Arts Content Standards</u>

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.1:** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.2:** Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.9-10.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
- **CCSS.ELA-Literacy.RL.9-10.7**: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.3**: 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.
- **CCSS.ELA-Literacy.RI.9-10.6**: 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.
- **CCSS.ELA-Literacy.RI.9-10.8**: 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.
- **CCSS.ELA-Literacy.RI.9-10.10**: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.1.a**: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **CCSS.ELA-Literacy.W.9-10.7**: 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.
- **CCSS.ELA-Literacy.W.9-10.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.1.c**: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **CCSS.ELA-Literacy.SL.9-10.1.d**: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

<u>Essential Questions</u>:

- What is the relationship between appearances and realities?
- What does it mean to have multiple perspectives? What are the implications of multiple perspectives?
- What does it mean to have a single perspective? What are the implications of a single perspective?
- What are the characteristics of a dominant narrative? How do dominant narratives spread?
- Why do people create single stories of others?

- How do dominant narratives create illusions of truth?
- What happens when those illusions are challenged?
- Why do dominant narratives hold power?

UNIT 3

In this unit, students will be introduced to the elements of memoir through *The Distance Between Us* by Reyna Grande. They will examine Grande's narrative pacing, storytelling, and physical journeys. Furthermore, students will reflect on their individual stories and places of importance, using technology to delineate and reflect on their places of meaning. Through this exploration, students will consider how economic status, relationships, migration patterns, and cultural expectations shape identity and self-development. They will also discuss the role of education as a vehicle for success and how families and communities impact experiences and perspectives.

<u>10th Grade English-Language Arts Content Standards</u>

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.10**: By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-Literacy.RL.9-10.3**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CCSS.ELA-Literacy.RL.9-10.5**: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.5**: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **CCSS.ELA-Literacy.RI.9-10.10**: By the end of grade 9, read and comprehend literary nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.3.a**: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **CCSS.ELA-Literacy.W.9-10.6**: 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.

- **CCSS.ELA-Literacy.W.9-10.3**: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.1.d**: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
- **CCSS.ELA-Literacy.SL.9-10.4**: 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.
- **CCSS.ELA-Literacy.SL.9-10.5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

<u>Essential Questions:</u>

- How is both a person's self-development and identity affected by economic status, relationships to parents, patterns of migration, and cultural expectations?
- How can education be a vehicle for success?
- In what ways do families and communities impact someone's experiences and perspectives?
- What is the relationship between socioeconomic status and one's sense of identity?
- How is one's identity and belonging influenced by migration/immigration?
- How can language be both a bridge and a barrier for a new environment?
- How do cultural expectations of family vary from one country to another?
- How do our backgrounds or experiences shape the way we see ourselves?

UNIT 4

In this unit, students will be introduced to the many characteristics and themes of Elizabethan comedies through the play *Much Ado About Nothing* by William Shakespeare. They will consider the gender expectations of Elizabethan men and women, and how conforming to or rebelling against these expectations influenced one's standing in society. Students will also reflect on how societal expectations of gender have evolved over time. Through the analysis of various texts, students will explore power dynamics, societal roles, and the impact of gender expectations on identity. They will engage in discussions and assignments that challenge them to think critically about how gender roles shape individual experiences and societal norms.

10th Grade English-Language Arts Content Standards

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.10**: By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **CCSS.ELA-Literacy.RL.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.5**: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CCSS.ELA-Literacy.RL.9-10.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.6**: 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.
- **CCSS.ELA-Literacy.RI.9-10.8**: 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.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **CCSS.ELA-Literacy.W.9-10.7**: 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.
- **CCSS.ELA-Literacy.W.9-10.8**: 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.
- **CCSS.ELA-Literacy.W.9-10.9**: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.1.c**: Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- **CCSS.ELA-Literacy.SL.9-10.1.d**: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
    - Themes: These texts explore gender expectations, societal roles, and the impact of gender on

<u>Essential Questions:</u>

- How do power dynamics between men and women evolve throughout the play?
- What are societal expectations of men and women?
- How do expectations of men and women create identity?
- How can gender expectations both provide an outline for success and burden individual identity?

UNIT 5

During this unit, students will learn the concept of intersectionality, which refers to the multiple ideas that intersect and make them who they are. They will read *The Joy Luck Club* by Amy Tan, considering how the "three R's" (rituals, relationships, and restrictions) shape their identity and connect them to similar populations globally. Through the analysis of various texts, students will explore themes of identity, generational trauma, and the complexities of having multiple identities. They will engage in discussions and assignments that challenge them to think critically about how these identities shape decision-making processes and values, and how they can lead to conflict.

10th Grade English-Language Arts Content Standards

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.9-10.3**: Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
- **CCSS.ELA-Literacy.RL.9-10.5**: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CCSS.ELA-Literacy.RL.9-10.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.5**: Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- **CCSS.ELA-Literacy.RI.9-10.6**: 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.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- **CCSS.ELA-Literacy.SL.9-10.1.b**: Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
- **CCSS.ELA-Literacy.SL.9-10.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>Essential Questions:</u>

- What does it mean to be “local”?
- How does this novel defy a “single story” about refugees?
- Why can those who share identity characteristics have completely different life stories?
- What does it mean to have generational trauma?
- What does it mean to be othered?
- What does it mean to have multiple identities? How do these identities shape decision-making processes and values? How can these identities lead to conflict?

UNIT 6

In this unit, students will explore methods of institutional and class oppression through the historical study of the Russian Revolution and the allegorical parable of *Animal Farm*. Students will identify historical characters and realize the characteristics of authoritarianism. They will focus rhetorically on the political speeches in the novel through the lens of classical appeals (ethos, pathos, logos, and kairos) as well as other rhetorical fallacies. Using this rhetorical approach, students will create persuasive speeches targeting a specific audience while using rhetorical questioning.

<u>10th Grade English-Language Arts Content Standards</u>

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RL.9-10.2**: Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- **CCSS.ELA-Literacy.RL.9-10.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.8**: 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.
- **CCSS.ELA-Literacy.RI.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.1.a**: Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **CCSS.ELA-Literacy.W.9-10.1.b**: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

- **CCSS.ELA-Literacy.W.9-10.1.c**: Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **CCSS.ELA-Literacy.W.9-10.1.d**: Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.4**: 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.
- **CCSS.ELA-Literacy.SL.9-10.5**: Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- **CCSS.ELA-Literacy.SL.9-10.6**: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

<u>Essential Questions:</u>

- How are themes of social hierarchy and oppression explored in the novel?
- What role do both language and rhetoric play in power structures? How can the use of language shape power dynamics?
- How does the novel show the importance of solidarity among oppressed groups?
- How are themes of resistance and rebellion shown in the novel?
- How do both literacy and an educated citizenry safeguard against dictatorships?
- How can we encourage both activism and bravery?
- How do you define freedom? What does it mean to be free from oppression? How can freedom lost be won?

UNIT 7

In this unit, students will explore the persecution of communities and the need for social justice through the lens of literature and historical accounts. They will read *Night* by Elie Wiesel, examining how oppressive regimes erase individuals' cultural and religious identities. Students will analyze themes of resistance, resilience, and the importance of witnessing and offering testimony. Through various texts, they will consider how Wiesel's portrayal of trauma and survival resonates with the experiences of other marginalized groups. Students will engage in discussions and assignments that challenge them to think critically about social justice and the power of testimony.

10th Grade English-Language Arts Content Standards

Reading Standards for Literature:

- **CCSS.ELA-Literacy.RL.9-10.4**: 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 (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
- **CCSS.ELA-Literacy.RL.9-10.5**: Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
- **CCSS.ELA-Literacy.RL.9-10.6**: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Reading Standards for Informational Text:

- **CCSS.ELA-Literacy.RI.9-10.1**: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **CCSS.ELA-Literacy.RI.9-10.7**: Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
- **CCSS.ELA-Literacy.RI.9-10.8**: 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.

Writing Standards:

- **CCSS.ELA-Literacy.W.9-10.2**: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **CCSS.ELA-Literacy.W.9-10.4**: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **CCSS.ELA-Literacy.W.9-10.5**: 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.

Speaking and Listening Standards:

- **CCSS.ELA-Literacy.SL.9-10.2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- **CCSS.ELA-Literacy.SL.9-10.3**: Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

<u>Essential Questions:</u>

- How are oppressive regimes able to erase individuals' cultural and religious identities?
- How can resistance and resilience combat oppressive regimes?
- Why is it important to witness and offer testimony?
- How does Wiesel’s portrayal of trauma and survival resonate with the experience of other marginalized groups?