

**ENGLISH/LANGUAGE ARTS: GRADE 10****Grade:** 10**Academic Standard:** 10.1**Academic Standard Indicator:** 10.1.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Distinguish between what words mean literally and what they imply, and interpret what words imply.

**Suggestion for Integrating International**

**Content:** Have students compare different translations into English of an excerpt of a novel by a famous international author to see how the translations differ, literally and in the implications and inferences that the different translations bring out. The translations should come from different time periods. Have students choose identical episodes or short chapters from the novels on which to base their comparisons.

**Examples:** *The Stranger* by French author Albert Camus (1942), using a 1940s translation and one from the 1980s; *Crime and Punishment* by Russian author Fyodor Dostoevsky (1866), using one translation from the early 1900s and the other from the late 1900s.

**Grade:** 10**Academic Standard:** 10.1**Academic Standard Indicator:** 10.1.4**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify and use the literal and figurative meanings of words and understand origins of words.

**Suggestion for Integrating International**

**Content:** Have students who know Spanish present a list of Spanish idioms to show why the literal meanings of the words do not make sense, whereas their figurative meanings make them understandable, interpretable, or even humorous.

**Suggested resources:** *Scholastic Dictionary of Idioms* (Scholastic Reference, 1998); Wiktionary: [http://en.wiktionary.org/wiki/Category:Idioms\\_by\\_language](http://en.wiktionary.org/wiki/Category:Idioms_by_language).

**Grade:** 10**Academic Standard:** 10.2**Academic Standard Indicator:** 10.2.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Informational and Technical Materials: Analyze the structure and format of various informational documents and explain how authors use the features to achieve their purposes.

**Suggestion for Integrating International**

**Content:** Have students find examples of ads produced for Indiana audiences by global companies that are based in Indiana and ads produced by Hoosier companies meant for distribution in other countries. Have them discuss the similarities and differences of their features.

**Grade:** 10**Academic Standard:** 10.2**Academic Standard Indicator:** 10.2.2**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Nonfiction and Informational Text: Extend - through original analysis, evaluation, and elaboration - ideas presented in primary or secondary sources.

**Suggestion for Integrating International**

**Content:** Have students look at a recent global disaster to compare first-hand coverage of the event by a U.S. media outlet, such as CNN, with first-hand coverage by an international media outlet, such as Al Jazeera English. Have students compare differences in media news analyses, the degree of elaboration of their stories, and their reliance on primary vs. secondary sources.

**Examples:** 2008 Sichuan earthquake in China; 2010 Haiti earthquake. **Suggested resources:** <http://edition.cnn.com/> (international edition); <http://english.aljazeera.net/news/asia%2Dpacific/>

**Grade:** 10

**Academic Standard:** 10.2

**Academic Standard Indicator:** 10.2.4

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Expository (Informational) Critique: Evaluate an author’s argument or defense of a claim by examining the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author’s intent affects the structure and tone of the text.

**Suggestion for Integrating International Content:** Have students obtain State of Indiana prospectuses that seek to bring international companies to the state. Have them evaluate and compare the effectiveness of argument and validity of support for using tax credits, among other enticements, versus not courting international corporations at all.

**Grade:** 10

**Academic Standard:** 10.3

**Academic Standard Indicator:** 10.3.1

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Structural Features of Literature: Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).

**Suggestion for Integrating International Content:** Have students discuss why people find humor in plays and movies, exploring what parts of humor are dependent on culture and what kinds of humor transcend cultural and language boundaries. Study a comedy from another culture and discuss what is supposed to be funny and what gets lost in translation, as well as why.

**Grade:** 10

**Academic Standard:** 10.3

**Academic Standard Indicator:** 10.3.2

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare and contrast the

presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author’s presentation of the theme or topic.

**Suggestion for Integrating International Content:** Choose literary works from several cultures or countries with the same theme or topic. Have students compare and contrast imagery, diction, and form, and discuss how the poetry reflects the beliefs of each culture.  
**Example:** Love poetry.

**Grade:** 10

**Academic Standard:** 10.3

**Academic Standard Indicator:** 10.3.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Analysis of Grade-Level-Appropriate Literary Text: Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.

**Suggestion for Integrating International Content:** Have students look at a text that includes characters of different nationalities and how misunderstandings can occur when respect for or appreciation of other cultures are absent. Then have students discuss real-world examples that they have experienced.

**Grade:** 10

**Academic Standard:** 10.3

**Academic Standard Indicator:** 10.3.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare works that express a universal theme and provide evidence to support the views expressed in each work.

**Suggestion for Integrating International Content:** Use international examples of literature on the same theme, such as love or war. Then have students discuss the “human condition,” the similarities in human experience.

**Grade:** 10**Academic Standard:** 10.3**Academic Standard Indicator:** 10.3.5**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Compare works that express a universal theme and provide evidence to support the views expressed in each work.

**Suggestion for Integrating International Content:** Have students study texts, both fiction and nonfiction, from different cultures that take opposing views on the same theme or topic.  
**Example:** Concept of individualism in China in contrast to the U.S.

---

**Grade:** 10**Academic Standard:** 10.3**Academic Standard Indicator:** 10.3.7**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of a symbol to represent an idea or theme), and explain their appeal.

**Suggestion for Integrating International Content:** Have students explore the meanings of different symbols in different cultures to denote common themes or emotions. Love may be universal, but it is nevertheless expressed by different symbols around the world. Have students discover these symbols by reading stories or poems about love set in different countries. **Examples:** Maple leaf (Japan and China); Cupid (Classical Greece); harp (Ireland and in Biblical texts); triangle (Egypt); heart or rose (U.S.). **Extension:** Have students consider cultural differences in relation to color. **Examples:** *Red* means joy (China); revolution (France); love, anger, violence (U.S.).

---

**Grade:** 10**Academic Standard:** 10.3**Academic Standard Indicator:** 10.3.13**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.

**Suggestion for Integrating International Content:** Have students study three or four works from different cultures to determine what effect culture has on the author's voice, as well as on the mood, tone, and meaning of a text.  
**Example:** Newspaper articles on the same topic from different countries.

**Differentiated Instruction- Highly Able Accommodations:** In world literature, the setting of a story—taking place far from home vs. occurring within the home—seems to depend on whether the central character is male or female. Have students explore if there is a direct correlation between women's roles and the types of internal and external obstacles they must overcome, as depicted in stories that take place around the world.

---

**Grade:** 10**Academic Standard:** 10.5**Academic Standard Indicator:** 10.5.1**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write biographical or autobiographical narratives or short stories that: (1) describe a sequence of events and communicate the significance of the events to the audience; (2) locate scenes and incidents in specific places; (3) describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; in the case of short stories or autobiographical narratives, use interior monologue (what the character says silently to self) to show the character's feelings; (4) pace the presentation of actions to accommodate changes in time and mood.

**Suggestion for Integrating International Content:** Have students research a non-U.S. country in which to set a biographical narrative.  
**Example:** Have students choose a specific

country as the setting for writing a short story or a short biography of an important figure, historical or current. Have students include details, such as culture, religion, and food that are specific to that country.

---

**Grade:** 10

**Academic Standard:** 10.5

**Academic Standard Indicator:** 10.5.3

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write expository compositions, including analytical essays, summaries, descriptive pieces, or literary analyses that: (1) gather evidence in support of a thesis (position on the topic), including information on all relevant perspectives; (2) communicate information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) use a variety of reference sources, including word, pictorial, audio, and Internet sources to locate information in support of a topic; (5) include visual aids by using technology to organize and record information on charts, maps, and graphs; (6) anticipate and address readers' potential misunderstandings, biases, and expectations; (7) use technical terms and notations correctly.

**Suggestion for Integrating International Content:** After studying a piece of literature written by a non-U.S. author, have students research the author's historical and cultural background. Have students draw parallels between the author's text and his/her culture, outlining the effects the author's culture has had on his/her writing. Then have students write a literary analysis in which they explain those connections.

---

**Grade:** 10

**Academic Standard:** 10.5

**Academic Standard Indicator:** 10.5.5

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Write business letters that: (1) provide clear and purposeful information and address the intended audience appropriately; (2)

show appropriate use of vocabulary, tone, and style that takes into account the intended audience's knowledge about and interest in the topic and the nature of the audience's relationship to the writer; (3) emphasize main ideas or images; (4) follow a conventional style with page formats, fonts (typeface), and spacing that contribute to the documents' readability and impact.

**Suggestion for Integrating International**

**Content:** Have students assume the role of a travel agent in a foreign country. Have them plan a detailed itinerary for a group of American business people who are coming to conduct business with a particular firm in a major city of the chosen country. **Extension:** Have students research and include cultural places of interest in that city or surrounding locations.

---

**Grade:** 10

**Academic Standard:** 10.5

**Academic Standard Indicator:** 10.5.7

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Use varied and expanded vocabulary, appropriate for specific forms and topics.

**Suggestion for Integrating International**

**Content:** Have students prepare for a trip to another English-speaking, non-U.S., country and research the different vocabulary and idiomatic expressions they might need to know to avoid being misunderstood there. **Examples:** In the United Kingdom, the words *pants*, *trousers*, and *jumper* mean different garments than in the U.S.; in Australia, *rooting* for a sports team has a profane and inappropriate meaning.

---

**Grade:** 10

**Academic Standard:** 10.5

**Academic Standard Indicator:** 10.5.9

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Research Application: Write or deliver a research report that has been developed using a systematic research process (defines the topic, gathers information, determines credibility, reports findings) and that: (1) uses information from a variety of sources (books,

technology, multimedia), distinguishes between primary and secondary documents, and documents sources independently by using a consistent format for citations; (2) synthesizes information gathered from a variety of sources, including technology and one's own research, and evaluates information for its relevance to the research questions; (3) demonstrates that information that has been gathered has been summarized, that the topic has been refined through this process, and that conclusions have been drawn from synthesizing information; (4) demonstrates that sources have been evaluated for accuracy, bias, and credibility; organizes information by classifying, categorizing, and sequencing, and demonstrates the distinction between one's own ideas from the ideas of others, and includes a bibliography (Works Cited).

**Suggestion for Integrating International**

**Content:** Create a list of global issues and topics that students can choose from to prepare a research paper or presentation. students should incorporate information drawn from a variety of primary and secondary sources and deal with a range of world regions and cultures. **Examples:** Major world religions; role and treatment of women in other cultures; world hunger.

---

**Grade:** 10

**Academic Standard:** 10.7

**Academic Standard Indicator:** 10.7.6

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures, and eye contact) for presentations.

**Suggestion for Integrating International**

**Content:** Have each student assume the role of a speaker who will give a speech to an international audience. Students should research hand gestures, eye contact, posture, clothing, use of humor, etc., and perform their speech in a way that would be appropriate and avoid offending an international audience. **Suggested resources:** *Understanding Cultural Differences: Germans, French, and Americans* by Edward T. Hall and Mildred R. Hall (Intercultural Press, 1990); other

books by the same authors or the same publisher; *Kiss, Bow, or Shake Hands* by Terrie Morrison and Wayne A. Conaway (Adams Media, 2nd ed., 2006).

---

**Grade:** 10

**Academic Standard:** 10.7

**Academic Standard Indicator:** 10.7.8

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Compare and contrast the ways in which media genres (including televised news, news magazines, documentaries, and online information) cover the same event.

**Suggestion for Integrating International**

**Content:** Have students consult media reporting from multiple countries on a worldwide event to compare and contrast coverage. Use websites, video coverage, international English language newspaper articles, and new media such as Facebook to discuss bias, tone, and point of view. **Examples:** Recent Olympics competition; 2011 Egyptian uprising.

---

**Grade:** 10

**Academic Standard:** 10.7

**Academic Standard Indicator:** 10.7.12

**Core Standard:** Yes

**Standard Description (Academic or**

**Indicator):** Analyze the types of arguments used by the speaker, including argument by causation, analogy (comparison), authority, emotion, and logic.

**Suggestion for Integrating International**

**Content:** Have students analyze speeches of persuasive orators from different cultures and historical periods. **Examples:** Adolf Hitler; Martin Luther King Jr.; Winston Churchill; Demosthenes; William Wilberforce. **Suggested resources:** *Lend Me Your Ears: Great Speeches in History*, Updated and Expanded Edition, by William Safire (W.W. Norton, 2004); search various websites using the keywords "world's greatest speeches."

**Grade:** 10**Academic Standard:** 10.7**Academic Standard Indicator:** 10.7.13**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Identify the artistic effects of a media presentation and evaluate the techniques used to create them.

**Suggestion for Integrating International**

**Content:** Have students watch films produced in another country, such as India or France, and a film made in the U.S. Have them compare and contrast the varying film techniques used in each production. *Examples:* *Monsoon Wedding* (India, 2001); *Amélie* (France, 2001).

**Grade:** 10**Academic Standard:** 10.7**Academic Standard Indicator:** 10.7.15**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Deliver expository (informational) presentations that: (1) provide evidence in support of a thesis and related claims, including information on all relevant perspectives; (2) convey information and ideas from primary and secondary sources accurately and coherently; (3) make distinctions between the relative value and significance of specific data, facts, and ideas; (4) include visual aids by employing appropriate technology to organize and display information on charts, maps, and graphs; (5) anticipate and address the listeners' potential misunderstandings, biases, and expectations; (6) use technical terms and notations correctly.

**Suggestion for Integrating International**

**Content:** Create a list of international topics and global issues from which students can choose to write and deliver expository presentations that include all the expected requirements. *Examples:* Diamond trade in Africa; domestic servants in Arab countries; piracy in the Indian Ocean.

**Grade:** 10**Academic Standard:** 10.7**Academic Standard Indicator:** 10.7.16**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Apply appropriate interviewing techniques: (1) prepare and ask relevant questions; (2) make notes of responses; (3) use language that conveys maturity, sensitivity, and respect; (4) respond correctly and effectively to questions; (5) demonstrate knowledge of the subject or organization; (6) compile and report responses; (7) evaluate the effectiveness of the interview.

**Suggestion for Integrating International**

**Content:** Have students identify and interview people in the community who have come from other countries in order to ascertain what life is like in the subject's home country.

**Grade:** 10**Academic Standard:** 10.7**Academic Standard Indicator:** 10.7.18**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Deliver persuasive arguments (including evaluation and analysis of problems and solutions and causes and effects) that: (1) structure ideas and arguments in a coherent, logical fashion using inductive or deductive arguments; (2) contain speech devices that support assertions (such as by appeal to logic through reasoning; by appeal to emotion or ethical belief; or by use of personal anecdote, case study, or analogy); (3) clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, expressions of commonly accepted beliefs, and logical reasoning; (4) anticipate and address the listeners' concerns and counterarguments.

**Suggestion for Integrating International**

**Content:** Compile a list of international issues from which students can choose to argue for or against. *Examples:* Hydroelectric plants being built in Patagonia, Chile; need for stricter building codes in earthquake-prone countries like Bangladesh and Haiti; high cost of maintaining the International Space Station.

**Grade:** 10

**Academic Standard:** 10.7

**Academic Standard Indicator:** 10.7.19

**Core Standard:** Yes

**Standard Description (Academic or Indicator):** Deliver descriptive presentations that: (1) establish a clear point of view on the subject of the presentation; (2) establish the relationship with the subject of the presentation (whether the presentation is made as an uninvolved observer or by someone who is personally involved); (3) contain effective, factual descriptions of appearance, concrete images, shifting perspectives, and sensory details.

**Suggestion for Integrating International Content:** Have students research and describe a day in the life of a person from another country and culture. *Examples:* Day in the life of an indigenous person in the Amazon rainforest; day in the life of an immigrant domestic servant in Hong Kong.

---