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: 10.2
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.).
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: 10.5.7  
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.
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.

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**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).

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**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.

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**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: 10.7.18
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.