

Southern Cayuga Central School District – Curriculum Map

Subject: English 10

Mrs. Bartolotta

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Projects, etc.)	Time Frame
<p>Reading & Writing Analytically</p> <p>PRIORITY STANDARD: <u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p>	<p>What is analysis?</p> <p>How can we move from the implicit to explicit in writing and speaking?</p> <p>How can we shift our view of reading and writing to be more focused, active participants ?</p>	<p>Focus on various activities to improve analysis and synthesis and help generate original and well-developed ideas. T</p> <p>Strategies that promote the ideas that learning to write well means learning to use writing as a way of thinking well. To that end, the strategies describe thinking skills that employ writing, as a tool of thought--a means of undertaking sustained acts of inquiry and reflection.</p>	<p>Common Embedded tasks to promote Analytical Reading and Writing Skills</p>	<p>Embedded</p>
<p><i>The Kite Runner</i>, Khaled Hosseini</p> <p>Other supplemental texts/ videos</p> <p>PRIORITY STANDARD: <u>RL.9-10.1</u> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work .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. .RL.9-10.2</p> <p>Determine a theme or central idea of a text and analyze in detail its development over the course of the</p>	<p>Is it possible to pinpoint our identity to a “precise moment”?</p> <p>How can our relationships affect who we become?</p>	<p>Mini- Research Mosaic Project:</p> <ul style="list-style-type: none"> - Research Skills - Close Reading- AnnoLighting for Central idea/theme/motif, etc <p>-Chapter prompts: students will write and respond to higher level critical questioning that displays a deeper understanding of the content of the novel.</p> <p>-Pre Discussion Prompts</p>	<p>Mosaic Project</p> <p>Chapter Quizzes</p> <p>Socratic Discussion</p> <p>Various writing prompts to practice writing analytically</p>	<p>10 weeks</p>

text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.				
<p><i>A Christmas Carol</i> Charles Dickens</p> <p><i>Truce</i>, Jim Murphy (excerpts)</p> <p>PRIORITY STANDARD:</p> <p>RL.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text</p>	<p>What is the line between dreams and reality? Can peace be achieved? How can symbolism reveal allegory? How can looking to the past help us to see the future?</p>	<p>Building Background Knowledge- Exploring Dickens' London through Words and Images- Station Activities / Interactive/ Collaborative activities Socratic Seminar Collaborative Groups Do Now Journaling Seeing ALL Others: Whole group activity – Stave 1-5 Study Guide</p>	<p>Formative Assessments Quick Quizzes for accountability and comprehension Summative Assessments Stave 1-5 Comprehension Guide: Symbols and Allegory Comparison essay- Critical lens- <i>Truce</i> and <i>A Christmas Carol</i></p>	6 weeks
<p>A Memoir: <i>Night</i> Elie Weisel <i>All But My Life</i> Gerda Weissmann Klein</p> <p>Supplemental novel: -<i>How Could This Happen?</i> Dan McMillan (9H) excerpts -“A God Who Remembers” NPR- This I Believe essay by Elie Wiesel (April 7, 2008) -Interview with Oprah Winfrey, November 2000 www.ushmm.org</p>	<p>To what extent do individuals have control over their lives? What role does chance, choice, or fate play? What are the causes and/or the rationale behind events such as the Holocaust or other instances of genocide? Do such events still exist today? What role does faith play when one finds oneself in such a situation? How does silence perpetuate violence? What is the importance of memory and remembrance in relation to genocide?</p>	<p>Build Background Information about the Holocaust K-W-L chart Defining Identity Who Am I? Partner Activity- Creating Identity Boxes – Your own, partners, and Eliezer (character) Discuss symbolism Small Group Activity – Reading for Meaning Initiation to Auschwitz Revising Eliezer's Identity Box Related readings and viewings Identity and Indifference- Stories of Auschwitz (class discussion) Focus- Faith and Survival at Auschwitz Partner Activity – “Free Words” for an Unfree World Focus- The Importance of Memory Whole class discussion- It Touches Us All</p>	<p>Literature Circles: Create a Website</p> <p>Website will contain various formative and summative assessments to support content knowledge</p> <p>Final Writing Activity- “This I Believe Essay”</p> <p>WeRemember.org January 27</p>	8 weeks
<i>Othello</i> William Shakespeare	What is a tragedy? A tragic hero?	Plot summaries Completion of study guides		6 weeks

<p>“O” the film</p> <p>.RL.9-10.1 Cite strong and thorough textual evidence to support analysis</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language</p> <p><u>RL.9-10.3</u></p> <p>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.</p>	<p>How do stories reveal truths about human nature?</p> <p>How does manipulating language create meaning?</p> <p>How important is reputation?</p> <p>What factors amplify our insecurities?</p> <p>Do we define our reputations, or do others?</p>	<p>Modernize verse Evaluation of discussion driven cooperative learning activities</p> <p>Graphic organizers pertaining to character analysis</p> <p>Close Read support articles</p> <p>Do Now Journaling</p> <p>Good Vs. Evil:</p> <p>Group Activities</p> <p>Vocabulary:</p> <p>Biography, Theme, Tone, Character</p> <p>Satire, Irony, Social perspective Dynamics of interpersonal relationships Moral dilemma Drama Lit. Terms</p>	<p>What comment on the human condition does Shakespeare make through Iago and Othello?</p> <p>Compare & Contrast essay play to the film</p>	
<p><i>Exploration of Literature</i></p> <p>Independent Reading</p>	<p>Central Idea, reading strategies, literary terms and elements, figurative language.</p> <p><i>Reading expands understanding of the world, its people and oneself.</i></p> <p>“Why do people read?” “What do people read?” “What are the benefits of reading?”</p>	<p>Students will independently read 2 books, of their choosing, at their reading level, throughout the course of the school year.</p> <p>This is in addition to the novels assigned in class.</p> <p>Students will maintain a reading log.</p> <p>Students will respond critically through the reader response critical lens.</p> <p>The rules of “persuasion”</p>	<p>Reading Log: Central Idea/ brief summary Critical Lens Responses</p> <p>3 minute persuasive speech</p>	<p>Winter/ Spring</p>
<p><i>Text to Text, Text to Self, Text to World, Self to World</i></p> <p>Short Stories</p> <p><u>PRIORITY STANDARDS:</u></p> <p>RL.9-10.9</p> <p>Analyze how an author draws on and transforms source material in a specific work</p>	<p>What are the primary elements of fiction/non-fiction?</p> <p>Analyze a particular point of view or cultural experience reflected in a variety of work.</p> <p>Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel</p>	<p>Students will read various short stories to develop an understanding of literary elements, plot structure, thematic analysis, through critical lenses.</p> <p>CEM- Common- Embedded- Material: supports topics/contents being covered to deepen student understanding, completed in groups or individually to engage students and challenge their thinking.</p> <p>Students will read and write critically.</p>	<p>Formative Assessments: Classwork, Group work, Stations, Quizzes/Tests, Critical Analysis short response .</p> <p>Creative Writing – Short Stories, Poems</p>	<p>On-going</p>

<p>.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. .RL.9-10.2</p> <p>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.</p> <p>RL.9-10.3 Analyze complex characters</p>	<p>plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p>	<p><i>Literary Analysis of several genres of literature: Determine cause / effect Identify similarities / differences Interpret textual inferences Document responses Compare / contrast social awareness Understand subtle nuances / degree of irony Motivation of characters Recognize inter-relationship of plot and subplots Characterize the ramifications of the struggles between good vs. evil</i></p>	<p>Critical Lens Research & Teach group Project</p> <p>Creative Writing</p>	
<p><i>Text to Text, Text to Self, Text to World, Self to World</i> Poetry</p> <p>(selections change annually in support of content and/or connection to novel studies)</p> <p>RL.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language</p>	<p>Literary terms, Elements of poetry, Close reading strategies, embedded vocabulary Poetic Terms, Types of poems. What literary devices are employed by poets? How is poetry different from prose? What personal, social influences affect a poet's perspective? How does style affect the tone of a poem?</p>	<p><i>Advanced Exploration of Poetry and poetic devices Poem Explication and writing Interpret textual inferences Document responses Understand subtle nuances / degrees of irony Identify change in tone Recognize the impact of change in style Cooperative learning activities Graphic organizers pertaining to poetic devices- SLAM IT</i></p>	<p>Discussion Explication Write several poems SLAM IT</p>	<p>On-going (CEM)</p>
<p><i>Text to Text, Text to Self, Text to World, Self to World</i> Non-Fiction- Essays/ Articles (selections change annually in support of content and/or connection to novel studies)</p>	<p>Reading for Information and Understanding Reading challenging, thought provoking texts through a variety of lenses- social/cultural, feminist, historical, etc.</p>	<p><i>Close read and analyze documents for information and understanding Margin notes- M.I.P strategy Essays/ Articles (selections change annually in support of content and/or connection to novel studies)</i></p>	<p>Peer/group discussions Critical responses</p>	<p>On-going (CEM)</p>

Grammar	Parts of Speech Types/ Structure of Sentence Punctuation	Identify parts of speech and sentence in 2-3 sample sentences. "Fix It" Bell Ringers	Sample sentences with dissection/correction	Daily
Career Research Project- Exploring Naviance .RL.9-10.1 Cite strong and thorough textual evidence to support analysis	What are the various research tools available? What skills are necessary to complete senior level research work? How can one determine the reliability of individual sources? How does one decipher valuable information from multiple resources? Resume Cover letter Interview	Naviance: Career Survey RoadTrip Nation Resume Write: Cover Letter Application Research: Job Available Positions Locations, etc.	Job Interview Career Research Portfolio Field Work/Interview	2weeks

Each Unit above collectively addresses all of the NYS Common Core Standards for ELA and Literacy