

**Southern Cayuga Central School District – Curriculum Map**

Subject: English 10

School Year: 2019-2020

<b>Title or Topics w/ NYS Standards</b>	<b>Essential Questions &amp; Vocabulary</b>	<b>Content Skills (Activities to cover Essential Questions)</b>	<b>Major Assessments (Tests, Projects, etc.)</b>	<b>Time Frame</b>
<p><i>Exploration of Self</i></p> <p><b>“This is Me”</b></p> <p>Quote- Laurie Halse Anderson</p> <p>Poem- “The First 10 Lies They Tell You in High School” Caitlynn Douglas</p>	<p>“Who <b>are</b> you?”</p> <p>“Why is it important to know and understand oneself?”</p> <p>“How does knowing oneself help to understand others and society as a whole?”</p> <p>“What are the lies you have heard in high school?”</p> <p>“Do you feel lied to?”</p>	<p>Through various self-reflective techniques, students will think critically about their own lives, attitudes and character.</p> <p>Quote from Laurie Halse Anderson’s novel <i>Speak</i>: “<i>The First 10 Lies They Tell You in High School</i>” Analyze with group discussion</p> <p>“<i>10 Lies They Tell You in High School</i>”</p> <p>Poem by Caitlynn Douglas- Partner Explication</p> <p>Interview and short depiction of partner</p> <p>Create a visual representation of yourself. Self Portrait</p> <p>What is an Epitaph- slideshow of examples</p>	<p>Oral presentation</p> <p>Visual Self Portrait</p> <p>Epitaphs- Create your own “Unforgettable Epitaph”</p>	3-5 days
<p><i>Exploration of Genre and Literature</i></p> <p><b>Independent Reading</b></p>	<p><b>Central Idea, reading strategies, literary terms and elements, figurative language.</b></p> <p><i>Reading expands understanding of the world, its people and oneself.</i></p> <p>“Why do people read?”</p> <p>“What do people read?”</p> <p>“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>	2/year
<b>Grammar</b>	<p>Parts of Speech</p> <p>Types/ Structure of Sentence</p> <p>Punctuation</p>	<p>Identify parts of speech and sentence in 2-3 sample sentences.</p> <p>“Fix It” Bell Ringers</p>	<p>FIX IT</p> <p>Sample sentences with dissection/correction</p>	Daily
<b>Vocabulary</b>	<p>Anglo-Saxon Prefix</p> <p>Latin Prefix</p> <p>Latin Root</p>	<p>Embedded in Context</p> <p>Definitions</p> <p>Practical Usage</p>	Weekly Quiz	Weekly
<p><i>Exploration of Your World</i></p> <p><b>“This I Believe” Writing Piece</b></p>	<p>How can we benefit from considering what it is that matters to us and then writing about that in a personal essay?</p> <p>How is the personal essay different from memoir and narrative?</p> <p>How is the personal essay different from transactive or persuasive writing?</p>	<p>Using elements from the “This I Believe” curriculum for HS students, we introduce the personal essay and differentiate it from other types of writing students may be familiar with. The “TIB” curriculum includes a handful of lessons guiding students toward the writing of their own “TIB” piece, w/ a number of activities to choose from.</p> <p>Listening to or reading a number of examples of effective and memorable “TIB” pieces.</p>	<p>Writing the “This I Believe” personal essay.</p>	2-3 Weeks

<p><i>Text to Text, Text to Self, Text to World, Self to World</i></p> <p><b>Short Stories</b></p> <p>(Selections change annually as support materials to teach concepts and/or to connection to novel studies)</p>	<p>What are the primary elements of fiction/non-fiction? 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. 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.</p>	<p>Students will read various short stories to develop an understanding of literary elements, plot structure, thematic analysis, through critical lenses. These will be embedded into the curriculum- CEM (Common Embedded Materials and Tasks) CET- Common- Embedded- Tasks: include group and independent activities that supports topics/contents being covered to deepen student understanding. Students will read and write critically. <i>Literary Analysis of several genres of literature:</i> <i>Determine cause / effect</i> <i>Identify similarities / differences</i> <i>Interpret textual inferences</i> <i>Compare / contrast social awareness</i> <i>Understand subtle nuances / degree of irony</i> <i>Motivation of characters</i> <i>Recognize inter-relationship of plot and subplots</i> <i>Characterize the ramifications of the struggles between good vs. evil</i></p>	<p>Formative Assessments: CET- document responses Classwork, Group work, Stations, Quizzes/Tests, Critical Analysis short response</p> <p>Creative Writing – Short Stories, Poems</p>	<p>On-going (CEM)</p>
<p><i>Text to Text, Text to Self, Text to World, Self to World</i></p> <p><b>Poetry</b></p> <p>(selections change annually in support of content and/or connection to novel studies)</p>	<p>“Do you enjoy poetry?” “How can the written word evoke such a powerful emotional response?” “What literary devices are employed by poets?”</p> <p>Literary terms, Elements of poetry, Close reading strategies, embedded vocabulary. Poetic Terms, Types of poems.</p> <p>How is poetry different from prose? What personal, social influences affect a poet's perspective?</p> <p>How does style affect the tone of a poem?</p>	<p><i>Identify poetic devices and understand the elements of poetry</i></p> <p><i>Poem Explication</i></p> <p>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</p>	<p>CEM CET Class Discussion Explication Analyzing and Understanding Connections to text, self, world</p>	<p>On- going (CEM)</p>

<p><i>Text to Text, Text to Self, Text to World, Self to World</i>  <b>Non- Fiction-</b> Essays/ Articles    (selections change annually in support of content and/or connection to novel studies)</p>	<p>Reading for Information and Understanding  Reading 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</i>  <i>Margin notes- M.I.P strategy</i></p>	<p>Peer/group discussions  Critical responses  CET</p>	<p>On-going (CEM)</p>
<p><b>Novel Studies-</b>  (selections change annually)    <b>Fahrenheit 451-</b> Ray Bradbury  Letter: "I AM Very Real"  Kurt Vonnegut  Poem: "Dover Beach"  Matthew Arnold  Articles: "Political Society"  John Locke  Additional Articles: "Watch Out: Cellphones Can Be Addictive" Kathiann Kowalski "Human or Machine" Scott Neuman</p>	<p>What are the political, cultural, historical, and literary factors evident in text? Is censorship, in any form, justified? Technology and Humanity: Is more technology always a good thing? What are the costs and benefits of technology? Knowledge: Why are reading and knowledge important for society? What are the dangers that can come with a lack of knowledge?    <b>Vocabulary:</b>  Embedded Vocabulary, Idioms, Suspense, Cultural References  Analyze, Interpret Symbolism, Censorship, AnnoLight Strategy</p>	<p>Read, annotate (AnnoLight Strategy) and discuss literature through critical analysis  GUIDED LEARNING  Study Guide (Independent and Collaborative activities to support comprehensions and draw conclusions/ make connections)  Q&amp;A  Debate  GO-Character Relationships  Literary Elements: Allusions, Themes, and Symbols  Jigsaw Film (when applicable) Determine cause / effect  Identify similarities / differences Interpret textual inferences and document responses Compare / contrast social awareness  Understand subtle nuances / degree of irony    A.N.T Essay writing strategy</p>	<p>Formative Assessment (classwork, homework, class participation)  Do Now  Quick Quizzes  Analysis/Argument Essays  Assedere- Collaborative  Writing Review  Projects  Cooperative Reading Groups  Stations  Reader Response short and long answer  Quizzes/Tests</p>	<p>6 weeks</p>
<p><b>Lord of the Flies-</b> William Golding,    Poem – "Picture of Childhood" Yevgeny Yevtushenko    -School Photo of William Golding</p>	<p>Are human beings fundamentally good or evil?  What makes a society functional? Dysfunctional?  What is the relationship between chaos and order? Civilization and savagery?  How does Golding use symbolism and allusion to convey theme?"    <b>Vocabulary:</b></p>	<p>CEM- Group and Independent  Study Guide  Collaborative activities, discussions and completion of supporting materials will take place in class.  Embedded vocabulary  Journaling</p>	<p>Do Now    Stations – Collaborative Groups    Written response- Character Analysis Project</p>	<p>4 weeks</p>

<p>Articles:  “Freud’s Theory of the Id, Ego and Superego”  “Maslow’s Hierarchy of Needs”</p>	<p>Embedded Vocabulary, characterization  Irony, allusion, dystopia, utopia, allegory, symbol, power dynamics, archetype, idioms</p>			
<p><b>Night-</b> Elie Wiesel  “A God Who Remembers”  NPR- This I Believe essay by Elie Wiesel (April 7, 2008)  Interview with Oprah Winfrey, November 2000  <a href="http://www.ushmm.org">www.ushmm.org</a>  WeRemember.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  <b>K-W-L chart</b>  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>Writing Assignment: A Letter to Elie Wiesel  Expressing Point of View  Critical Response  Partner Study at <a href="http://ushmm.org">ushmm.org</a>  Final Writing Activity- Witness to History</p>	<p>6 weeks</p>
<p><b>Of Mice and Men-</b> John Steinbeck  Visuals Historical Context  Short Stories for discussion:  “Johnny Bear” – “Harvest Gypsies” John Steinbeck  “St. Lucy’s Home for Girls Raised by Wolves”  Poem- “To a Mouse”</p>	<p>What is the line between dreams and reality? Is the “American Dream attainable for all?  What is true friendship? How and why do we choose our companions?  Betrayal VS. Compassion- When is the hard decision the right one? The compassionate one? When is it betrayal?  How does understanding difference of other people relate to life?</p>	<p>Building Background Knowledge- Exploring Steinbeck’s World through Words and Images- Great Depression, Hooverville, life for migrant workers, historical context  Station Activities / Interactive/ Collaborative activities  Socratic Seminar  Collaborative Groups  Do Now Journaling  Seeing ALL Others: Whole group activity – Consider the last line of the novel- Students will categorize a group of photos of individuals (some famous/recognizable, others who are not) into two groups: Person with a Disability or Without.  SAO Journal Entry  Q/A  Study Guide</p>	<p>Quick Quizzes for accountability and comprehension  Formative Assessments  Journaling  SAO- Journal Writing Piece</p>	<p>4 weeks</p>

<p><b><i>The Tragedy of Julius Caesar</i></b>- William Shakespeare</p> <p>Article: “Caesar’s Triumphs- Celebrating the Spoils of War” Andrea Frediani</p>	<p>What are the political, cultural, historical, and literary factors evident in text? How has language changed from one-time period to another? How does one differentiate between pre-modern and modern theatre? Relevant historical, philosophical, socioeconomical information What does it mean to be oppressed? Is violence ever justified? Should violence ever be used as a means to fight injustice? What is a friend? <b>Vocabulary:</b> Biography, Theme, Tone, Character Satire, Irony, Social perspective Dynamics of interpersonal relationships Moral dilemma Drama Lit. Terms</p>	<p>Plot summaries Completion of study guides Modernize verse Evaluation of discussion driven cooperative learning activities Graphic organizers pertaining to character analysis</p> <p>Close Read support articles</p>	<p>Formative Evaluations Quizzes Tests Critical Response Essays Group Activities Journaling</p>	6 weeks
<p><b>Career Research Project</b></p>	<p>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</p>	<p>Naviance: Career Survey Road Trip Nation Resume Write: Cover Letter Application Research: Job Available Positions Locations, etc. Write personal essays (2)</p>	<p>Job Interview Career Research Portfolio</p>	7 weeks

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