

## Southern Cayuga Central School District – Curriculum Map

Subject: English 10 Honors

School Year: 2017-18

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Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Project, etc.)	Time Frame
Summer Reading, w/ Response. In cooperation w/ Honors Global 10.	<p>Why is it important to keep up reading over the extended summer break?</p> <p>What can <b>non-fiction</b> or even <b>fiction</b> books reveal about current and/past situations in countries other than the US?</p>	<p>Students choose and read a book from a list we put together, though they may choose a different book in consultation w/ us. They will read a different book for Global 10.</p>	<ul style="list-style-type: none"> <li>While they have an ongoing journal to keep for their Global 10 reading, our Eng 10H response will be an in-class written response, during the first week of school, a Regents-style Text Analysis -- 2-3 paragraphs discussing one central idea the writer is working to get across, and one strategy the writer uses to accomplish that.</li> </ul>	<p>1-2 class days, plus whatever time taken to read over the summer</p>
"This I Believe" Writing	<p>How can we benefit from considering what it is that matters to us and then writing about that in a <b>personal essay</b>?</p> <p>How is the personal essay different from <b>memoir</b> and <b>narrative</b>?</p> <p>How is the <b>personal essay</b> different from <b>transactive</b> or <b>persuasive</b> 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, including one that I wrote a number of years back.</p>	<ul style="list-style-type: none"> <li>Writing the "This I Believe" personal essay.</li> </ul>	<p>2-3 weeks</p>

<p>Study Skills and Strategies</p>	<p><b><u>Self or practice testing, distributed practice, interleaved practice, elaborate interrogation/self-explanation, re-reading/highlighting and underlining, summarization, keyword mnemonic/imagery for text.</u></b></p> <p>What does science and research say about the relative effectiveness of different study strategies?</p> <p>Why are some strategies more effective than others?</p> <p>Which strategies can WE use to help us use our study time more effectively?</p>	<p>Read “Strengthening the Student Toolbox: Study Strategies to Boost Learning,” an article by John Dunlosky from <i>American Educator</i>. The article is a review of contemporary research on the relative effectiveness of study strategies.</p> <p>Students all read the introduction to the article, then divide into groups, each group taking one of the strategies/groups of strategies. They actively read their section carefully, and w/ their group prepare responses for a chart which looks at EACH of the strategies. Students present their strategy to the class.</p> <p>Group sharing of strategies, one at a time.</p> <p>Share the resulting in-depth chart of specific skills and their effectiveness.</p> <p>Journal response on changes to YOUR study habits.</p>	<ul style="list-style-type: none"> <li>• Completion of section of the chart and presentation to the class.</li> <li>• Journal response reflecting on how we can use this information to adjust our own study strategies in order to use our time more effectively.</li> </ul>	<p>1-2 weeks</p>
<p>Editing, Structural Skills</p>	<p>Basic terminology of <b><u>sentence structure, grammar, mechanics, punctuation.</u></b></p> <p>Also: <b>subject, predicate, object, complement, s-v agreement, pronoun-antecedent agreement</b></p> <p>What skills can we develop to help us effectively edit our written work, the goal</p>	<p>Students copy sentences from their own completed pieces -- either sentences that I have marked or sentences they are not sure about – and paste them into a class GDoc. Once the Doc is loaded, students can copy to make their own and make changes before class. We then review these sentence by sentence in class, on the white board.</p> <p>NYT Copy Editing Quizzes. Pretty advanced, but still worth it for those moving on academically.</p>	<ul style="list-style-type: none"> <li>• Students share their edited Docs w/ me. Graded on completion of each sentence.</li> <li>• Self-evaluation on the Editing Quizzes.</li> </ul>	<p>Ongoing</p> <p>2-3 weeks total</p>

	to be as error-free as possible?			
Vocabulary	How can the study of <b>Latin</b> and <b>Anglo-Saxon</b> roots and <b>prefixes</b> help us expand vocabulary?	4 lists/quizzes of Anglo-Saxon Roots; 9 lists/quizzes of Latin prefixes; 6 lists/quizzes of Latin roots  Introduction, review (Kahoot!) and quiz for each list. Materials are prepared!  Extra credit for Words of the Day and other words using the roots.	<ul style="list-style-type: none"> <li>Quiz for each list</li> </ul>	Ongoing, 1 day/week for 19 weeks. 3-4 weeks.
PSAT Prep, Writing and Language Section	What basic issues can we master in order to be more prepared for the Writing and Language Test on the PSAT and SAT?  For vocabulary, see “Editing/Structural Skills” section above . . .	This section of the PSAT, which our 10 <sup>th</sup> graders will take in October, covers grammar, vocabulary in context, and editing skills. We will look together over a couple of examples of this section, and I will offer independent time for anyone wishing to look closer or more carefully. Our time on this will only reinforce the time we spend on editing/structure issues and vocabulary.  Mini-lessons on the most common issues.	<ul style="list-style-type: none"> <li>Ungraded assessment, 2x PSAT Writing and Language Test section, which we will review in class.</li> </ul>	1 week
Reading short fiction, Karen Russell’s “St. Lucy’s Home for Girls Raised by Wolves”	What are the basic elements of creating an effective <b>text analysis</b> w/ a valid <b>claim</b> supported by <b>textual evidence</b> ?  How can we effectively use <b>active reading</b> and SUPA strategies to make sense of what we read? <b>Notice and Focus</b> the key on this one.	Reading closely to prepare for college level work, w/ reinforcement of Active Reading and SUPA strategies for analysis.  Careful look at the Epigraphs used in the story . . . Journal Response on the first Epigraph and the title and how her word choice affects what we know about the story.  Character Tracking Tool to look at how Russell is developing her main characters.	<ul style="list-style-type: none"> <li>Evaluation of the Journal Response and the reading tools</li> <li>Literary Analysis essay, developing and supporting a claim about the piece w/ evidence from the text</li> </ul>	3 weeks

	<p>What are the elements of story that writers can use/<b>manipulate</b> to create an effective piece?</p> <p><b>Characterization, elements of fantasy/surrealism, conflict, language use, figurative language, imagery, tone, epigraph, setting, structure, symbolism</b></p>	<p>Epigraph Focus Tool to look at the different “stages” and whether the experiences of the characters match the Handbook or not.</p>		
<p><i>Night</i>, by Elie Wiesel</p>	<p>What can our reading of this book tell us about people and the world we live in now? How is Wiesel’s experience of the <b>Holocaust</b> relevant and important to us today?</p> <p>How could this have happened in an <b>advanced western industrialized nation</b> in the 20<sup>th</sup> century? Could something like the Holocaust happen again in the 21<sup>st</sup> Century?</p> <p>How can we effectively use active reading and SUPA strategies to make sense of what we read? <b>Pitch, Complaint, and Moment</b> (for the article) and <b>N/F</b> on this one.</p>	<p>Read NYT article, “The Banality of Systemic Evil.” Complete a Pitch, Complaint, moment activity for the article.</p> <p>Watch short film and presentations about the Milgram Experiments. Journal response on what the article and film, etc. may be saying about people or life in general.</p> <p>Read <i>Night</i>.</p> <p>Comparison of the openings of the original publication and the current edition.</p> <p>Using a Text Comparison Chart to compare the “Soup” passages.</p> <p>Regular de-compression and Q and A will likely be necessary due to the tough nature of the material.</p>	<ul style="list-style-type: none"> <li>• Evaluation of the written responses described on the left.</li> <li>• Final Writing Options, either a literary analysis or a Research paper.</li> </ul>	<p>5-6 weeks</p>

	<p>What are some effective strategies we can use to avoid <b>plagiarism</b> in basic <b>research</b>?</p> <p>Also: <b>Compare, contrast</b></p>	<p>Class Discussion Activity: each student chooses a passage that that they found moving, interesting, or surprising. Read closely, react, share w/ class.</p> <p>Activities from the Purdue OWL on defining and avoiding plagiarism as well as how to effectively paraphrase.</p>		
<p>Shakespeare's <i>The Tragedy of Julius Caesar</i></p>	<p>Just what is it that makes so many people think Shakespeare is one of the greatest writers who has ever lived?</p> <p>What can this book about power and manipulation tell us about our world today?</p> <p>How can we make sense of Shakespeare's Early Modern English, and what is its place in the history of the language?</p> <p>How can we effectively use active reading and SUPA strategies to make sense of what we read? <b>Quick and Dirty Research</b> and <b>N/F</b> on this one.</p>	<p>Quick and Dirty Research on either: the Globe Theater, the historical Julius Caesar, or Shakespeare himself.</p> <p>Reading the play together, aloud, trading and sharing parts, allowing time for Q and A and making sure we understand on a literal level just what the heck is going on.</p> <p>Special Shakespeare/Drama Vocabulary List.</p> <p>Basic outline of Shakespeare's tragedies, act by act, and how JC follows and diverges from the model.</p> <p>Character Analysis w/ key quote after Act 3. Students choose the character they wish to look at, find a quote either by or about the character, and then use that quote to write a character sketch which gives some insight into the character.</p>	<ul style="list-style-type: none"> <li>• Evaluation of the activities described to the left.</li> <li>• As a final activity, a sort of test . . . An essential quotes activity. Students choose to look carefully at 6 important quotes from 11 options. They will name the speaker, the situation, and the quote is important to the play as a whole.</li> </ul>	<p>4 weeks</p>

	<p>Is there a basic outline of Shakespeare's tragedies that we can use to help us understand what is happening in this play?</p> <p>Who is the tragic hero of this play?</p> <p>Also: <b><u>Dramatis Personae</u></b>, <b><u>act</u></b>, <b><u>scene</u></b>, <b><u>stage direction</u></b>, <b><u>soliloquy</u></b>, <b><u>aside</u></b>, <b><u>comic relief</u></b>, <b><u>iambic pentameter</u></b>, <b><u>blank verse</u></b>, <b><u>tragedy</u></b>, <b><u>tragic hero</u></b>, <b><u>tragic flaw</u></b>.</p>	<p>Paraphrase Group Activity. Groups choose a passage of at least 25 lines to paraphrase and play w/ the language or even the setting.</p>		
<p>Creative Writing</p>	<p>How can writing more creatively allow us to find a voice and develop our writing in ways that more formal writing may not?</p> <p>Reinforce from the "TIB" essay: what are the differences between these genres: <b><u>fictional short story</u></b>, <b><u>personal memoir</u></b>, <b><u>personal essay</u></b>, or <b><u>personal narrative</u></b>?</p> <p>How can we effectively</p>	<p>Guided creative journal activity, "A Walk in the Woods."</p> <p>Independent writing piece from Starting Points. Students will choose one of the starting points and write either a fictional short story, a personal memoir, a personal essay, or a personal narrative.</p>	<ul style="list-style-type: none"> <li>• Evaluation of the completed guided journal</li> <li>• Evaluation of the complete writing piece</li> </ul>	<p>2-3 weeks, each separately</p>

	<p>share and communicate the message that writing can be a positive lifelong activity for ALL of us?</p> <p>Also: <b>opening</b>, literary elements mentioned above, <b>dialogue</b></p>			
<p>Career Research Project, a cooperative effort w/ all English 10 classes, the Guidance Department, and community members.</p>	<p>What are the various research tools available, on Naviance and elsewhere?</p> <p>What skills are necessary to complete senior level research work?</p> <p>How can we determine the reliability of individual sources?</p> <p>How do we decipher valuable information from multiple resources?</p> <p>Also: <b>resume</b>, <b>cover letter</b></p>	<p>Learning the basics of Naviance, and using it for:</p> <p style="padding-left: 40px;">Career Survey Road Trip Nation Resume</p> <p>Using available resources to research:</p> <p style="padding-left: 40px;">Specific Job Available Positions Locations, etc.</p> <p>Using available resources to create:</p> <p style="padding-left: 40px;">Cover Letter Application</p> <p>Job Interview w/ member of the community</p> <p>Writing personal essays (2)</p>	<ul style="list-style-type: none"> <li>• Career Project Portfolio to be evaluated</li> <li>• Job interview, w/ evaluation</li> </ul>	<p>6 weeks</p>
<p>Regents ELA Exam Prep</p>	<p>Reading Comprehension, <b>Argument</b>, <b>Text Analysis</b></p> <p>How can we effectively prepare to do our best on the ELA Regents Exam w/out overdoing it or compromising our souls?</p>	<p>Pre-testing and diagnosis. We will use the Reading Comp Part 1 and the Text Analysis Part 3 from a recent test as a Mid-Term Exam in January. We will Use another Part 1 Reading Comp and a Part 2 Argument for a Final Exam in late May or June.</p> <p>These students will be expected to meet Mastery Level on the exam next year, 85. We will use the pre-testing to diagnose</p>	<ul style="list-style-type: none"> <li>• Mid Term Exam and Final Exam as described to the left.</li> </ul>	<p>1 week, @ 2 separate times</p>

		any major issues and work to address them.  We will focus on reinforcing the basic skills required for text analysis and claim and evidence-based writing as similar writing tasks arise during the year.		
Journal Writing	How can responding to different <b>prompts</b> and focusing solely on getting thoughts from brain to paper allow us to develop <b>fluency</b> in our other writing?	Responding to various prompts, so shorter (5-10 minutes), some extended (15-20 minutes).	<ul style="list-style-type: none"> <li>• Responses evaluated for content and development, NOT editing/structure.</li> </ul>	Ongoing 2 weeks
Tech Mini-Lessons	How can make the best use of the technology at our disposal here at SC?	As they arise, but including: Effective use of the Google Classroom Using Docs, Forms, Slides, Sheets Voice typing Using Chromes off-line Cite This for Me Chrome extension	No formal evaluation, but checking to make sure students can and do use these lessons when appropriate.	Ongoing 1-2 weeks