

Southern Cayuga Central School District – Curriculum Map

Subject: English 10 Honors

Mrs. Bartolotta

<p align="center">Title or Topics w/ NYS Standards</p>	<p align="center">Essential Questions & Vocabulary</p> <p align="center">Content Skills (Activities to cover Essential Questions)</p>	<p align="center">Major Assessments (Tests, Projects, etc.)</p>	<p align="center">Time Frame</p>
<p><i>Knowing Your Audience: Email Etiquette</i></p> <p>CCSS.ELA-LITERACY.W.9-10.1.D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p>	<p>Tone</p> <p>Voice</p> <p>Rhetoric- 3 Appeals (ethos, logos, pathos)</p> <p>What is rhetoric? Why is it considered an art?</p> <p>In this lesson students will be able to review digital communication etiquette and learn how to use email as a communication tool.</p> <p>How to properly write an email to any V.I.P:</p>	<p>Email Mrs. Bartolotta (cc your parents) explaining your understanding of our classroom expectations and rules, especially regarding due dates, cell phone use/access/accessibility and ethics.</p>	<p>3 days</p>
<p>Poetry SLAM IT <i>Emily Dickinson Kevin Powell Walter Earl Brown</i></p> <p>Text Analysis- Foster</p>	<p>What are the steps involved in annotating poetry?</p> <p>How can the SLAM IT strategy help readers better understand the deeper meaning in poetry?</p> <p>Read and explicate Dickinson’s poem “Hope is a Thing with Feathers,” Kevin Powell’s “September 11th - A Poem” and “If I Can Dream” by Walter Earl Brown</p> <p>Annotate each poem using the SLAM IT analysis tool.</p> <p>Work in collaborative groups.</p>	<p>-Poetry analysis and presentation</p> <p>-Text to Text Connections - Extended Response</p>	<p>1 week strategy on-going</p>

<p><i>Exploration of Literature Independent Reading</i> Reading Fall Winter Spring RL.2- Identify central idea RI.3 Analyze a complex ideas or events and its impact on text 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>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 a minimum of 3 books, of their choosing, at their reading level (recommendations given) in addition to the novels assigned in class.</p> <p>Reading Skills: Students will maintain a reading log. Students will show an understanding of story elements, characterization, figurative language, author’s purpose, rhetoric, and theme. Writing Skills: Summary, Book Review, Text Analysis essay, Critical Lens essay. Speaking Skills: Public Speaking Skills</p>	<p>Reading Log: Central Idea/ brief summary Critical Lens Responses 3 minute persuasive speech</p>	<p>Fall/Winter/ Spring</p>
<p><i>Reading Analytically</i></p>	<p>•How can Foster’s lessons about literature help us understand how and why authors write?</p> <p>How to Read Literature Like a Professor is a collection of ideas and strategies to inform literary analysis. As such, chapters can be read individually and in any order. Teachers may choose to read chapters alongside course literature that is relevant to specific</p>	<p>Use Journal as evidence: Chapter 27- A Test Case- “The Garden Party” Presentation</p>	<p>Embedded On-going</p>

<p>the text. .W.9-10.1.A precise claim(s)/opposing claims, create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p>	<p>and writing to be more focused, inquiry and reflection.</p> <p>active participants ? What are the nine basic writing errors? How can we fix them?</p>		
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<p><i>Text to Text, Text to Self, Text to World, Self to World</i> Short Stories</p> <p>(Selections change annually as support materials to teach concepts and/or to connection to novel studies) PRIORITY STANDARD: 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.9-10.9-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-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</p>	<p>What are the primary elements of fiction/non-fiction?</p> <p>Critically analyze a variety of short stories and their authors from a philosophical approach to culture, and especially to literature, that seeks to confront the social, historical, and ideological forces and structures that produce and constrain it.</p> <p>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.</p> <p>Critical Theory Focus:</p> <p>Historical Lens, Social Construct Lens, Psychoanalytical Lens, Formalist Lens:</p> <p>"The Yellow Wallpaper" Charlotte Perkins Gilman "The Masque of the Red Death" Edgar Allan Poe "Young Goodman Brown" Nathaniel Hawthorne "The World's Shortest Horror Story" Fredric Brown "The Turn of the Screw" Henry James</p>	<p>Formative Assessments: Classwork, Group work, Stations, Quizzes/Tests, Critical Analysis short</p> <p>response SPY strategy for analyzing texts</p> <p>Creative Writing – Short Stories, Poems</p> <p>Critical Lens Research & Teach group Project</p> <p>Creative Writing- 2 sentence Horror Story with a Twist! Must be an allegory~</p> <p>Apply Fosters principals- "The Turn of the Screw" CSI Project</p>	<p>8 weeks</p>
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<p>refined by specific details; provide an objective summary of the text.</p>	<p>How do the literary devices that an author uses such as symbolism, theme, figurative language, etc. help to determine the allegorical meaning?</p>		
<p><i>Text to Text, Text to Self, Text to World, Self to World</i> Poetry (selections change annually in support of content and/or connection to novel studies) PRIORITY STANDARDS: RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g.,</p>	<p>Literary terms, Elements of poetry, <i>Advanced Exploration of Poetry and poetic devices</i> Close reading strategies, <i>Poem Explication and writing</i> embedded vocabulary Interpret textual inferences Document responses Poetic Terms, Types of poems. Understand subtle nuances / degrees of irony What literary devices are employed Identify change in tone Recognize the impact of by poets? change in style Cooperative learning activities How is poetry different from prose? Graphic organizers pertaining to poetic devices What personal, social influences SLAM IT affect a poet's perspective? How does style affect the tone of a poem?</p>	<p>Discussion Explication Write several poems</p>	<p>On-going (CEM)</p>

<p>how the language evokes a sense of time and place; how it sets a formal or informal tone).</p>			
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<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 <i>Close read and analyze documents for information and understanding</i> Reading challenging, thought provoking texts through a variety of lenses- social/cultural, feminist, historical, etc. <i>Margin notes- M.I.P strategy</i></p>	<p>Peer/group discussions Critical responses</p>	<p>On-going (CEM)</p>
<p><i>The Kite Runner</i>, Khaled Hosseini Other supplemental texts/ videos PRIORITY STANDARD: 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.9-10.9 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 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</p>	<p>Is it possible to pinpoint our identity to a “precise moment”? How can our relationships affect who we become? higher level critical questioning that displays a deeper understanding of the content of the novel.</p> <p>Mini- Research Mosaic Project: - Research Skills - Close Reading- AnnoLighting for Central idea/theme/motif, etc -Chapter prompts: students will write and respond to -BLOOM'S TAXONOMY -Pre Discussion Prompts</p>	<p>Mosaic Project Chapter Quizzes Socratic Discussion Various writing prompts to practice writing analytically</p>	<p>10 weeks</p>

summary of the text.			
<i>A Christmas Carol</i> Charles Dickens <i>Truce</i> , Jim Murphy (excerpts)	<p>What is the line between dreams and reality?</p> <p>Can peace be achieved?</p> <p>How can symbolism reveal allegory?</p>	<p>Building Background Knowledge- Exploring Dickens' London through Words and Images</p> <p>Station Activities / Interactive/ Collaborative activities</p> <p>Socratic Seminar</p>	<p>Formative Assessments Quick Quizzes for accountability and comprehension</p> <p>6 weeks</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>How can looking to the past help us to see the future?</p>	<p>Collaborative Groups</p> <p>Do Now Journaling</p> <p>Seeing ALL Others: Whole group activity – Stave 1-5 Study Guide</p>	<p>Summative Assessments Stave 1-5</p> <p>Comprehension Guide: Symbols and Allegory</p> <p>Comparison essay- Critical lens- <i>Truce</i> and <i>A Christmas Carol</i></p>
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<p>A Memoir: Night Elie Weisel All But My Life Gerda Weissmann Klein</p> <p>Supplemental novel: How Could This Happen? Dan McMillan (9H) excerpts</p> <p>“A God Who Remembers” NPR- This I Believe essay by Elie Wiesel (April 7, 2008)</p> <p>Interview with Oprah Winfrey, November 2000</p> <p>www.ushmm.org</p> <p>WeRemember.org January 27 RL.9-10.3</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>To what extent do individuals have control over their lives? What role does chance, choice, or fate play?</p> <p>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?</p> <p>What role does faith play when one finds oneself in such a situation?</p> <p>How does silence perpetuate violence?</p> <p>What is the importance of memory and remembrance in relation to genocide?</p>	<p>Build Background Information about the Holocaust</p> <p>K-W-L chart</p> <p>Defining Identity</p> <p>Who Am I?</p> <p>Partner Activity- Creating Identity Boxes – Your own, partners, and Eliezer (character)</p> <p>Discuss symbolism</p> <p>Small Group Activity – Reading for Meaning</p> <p>Initiation to Auschwitz</p> <p>Revising Eliezer’s Identity Box</p> <p>Related readings and viewings</p> <p>Identity and Indifference- Stories of Auschwitz (class discussion)</p> <p>Focus- Faith and Survival at Auschwitz</p> <p>Partner Activity – “Free Words” for an Unfree World</p> <p>Focus- The Importance of Memory</p> <p>Whole class discussion- It Touches Us All</p> <p>International Holocaust Remembrance Day- Jan 27 Ushmm.org/watch/irhrd.2020 WeRemember.org</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>8 weeks</p>
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<p><i>All Quiet on the Western Front</i>, Erich Maria Remarque</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>RL.9-10.3</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 does war change young men throughout this novel? How are they different when going home after the war?</p> <p>Building Background Knowledge- Exploring WWI connections to AP World History</p> <p>Station Activities / Interactive/ Collaborative activities</p> <p>Socratic Seminar Collaborative Groups Chapter Study Guide</p>	<p>Study Guides Socratic Discussion</p>	<p>6 weeks</p>
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<p><i>Study of William Shakespeare</i></p> <p>PRIORITY STANDARDS: .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>What is a tragedy? A tragic hero?</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>Plot summaries</p> <p>Completion of study guides</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: Group Activities</p> <p>Vocabulary: Biography, Theme, Tone, Character 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 his most famous works?</p> <p>Text analysis essay Critical Lens</p> <p>Mini- Research Project</p>	<p>6 weeks</p>
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<p>Grammar</p>	<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>Sample sentences with dissection/correction</p>	<p>Daily</p>
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<p>Career Research Project Exploring Naviance</p> <p>.RL.9-10.1 Cite strong and thorough textual evidence to support analysis</p>	<p>What are the various research tools available? Naviance: Career Survey RoadTrip Nation Resume</p> <p>What skills are necessary to complete senior level research work? Write: Cover Letter Application Research: Job Available Positions Locations, etc.</p> <p>How can one determine the reliability of individual sources? How does one decipher valuable information from multiple resources? Resume Cover letter Interview</p>	<p>Job Interview Career Research Portfolio Field Work/Interview</p>	<p>2weeks</p>
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Each Unit above collectively addresses all of the NYS Common Core Standards for ELA and Literacy