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
Knowing Your Audience: **Email Etiquette** PRIORITY STANDARD: RL. 9-10.6- Analyze grasping point of view requires distinguishing what is directly stated from what is really meant.	**What is the purpose of email and how can we communicate properly?** Tone Voice Rhetoric- 3 Appeals (ethos, logos, pathos) Audience Point of View *addressee *salutation *subject line *body *closing * signature **What is rhetoric?** **Why is it considered an art?**	In this lesson students will be able to review digital communication etiquette and learn how to use email as a communication tool. How to properly write an email to any V.I.P: **Students will be able to...** 1. Format an email and use all necessary parts: addressee, subject line, salutation, body, closing, signature 2. Proofread for correct grammar and full sentences. 3. Clearly state the purpose of the email using the appropriate Tone and Voice required for a professional vs. personal email. 4. Understand their audience and employ the appropriate Rhetorical devices (ethos, logos, pathos) 5. Know to save problems, complaints, and other issues for face-to-face discussion. 6. Avoid anything that might be considered rude (check the message over to make sure nothing could be misconstrued).	Mini- Lesson on Tone, Voice and Aristotle's 3 Appeals: 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.	2-3weeks
Poetry SLAM IT *Emily Dickinson* *Kevin Powell* *Walter Earl Brown* ***Text Analysis- Foster***	***What are the steps involved in annotating poetry?*** ***How can the SLAM IT strategy help readers better understand the deeper meaning in poetry?***	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 Annotate each poem using the SLAM IT analysis tool. Work in collaborative groups.	-Poetry analysis and presentation -Text to Text Connections - Extended Response	1 week **strategy on-going**
Exploration of Literature **Independent Reading** RL.9-10.2 RL-9-10.4 RL.9-10.5	**Central Idea, reading strategies, literary terms and elements, figurative language.** *Reading expands understanding of the world, its people and oneself.*	Students will independently read at least 3 books, of their choosing, at their reading level, throughout the course of the school year. This is in addition to the novels assigned in class. Students will maintain a reading log. Students will respond critically through the reader response critical lens.	Reading Log: Central Idea/ brief summary Critical Lens Responses 3 minute persuasive speech	Fall/ Winter/ Spring

	“Why do people read?” “What do people read?” “What are the benefits of reading?”	The rules of “persuasion”		
Text to Text, Text to Self, Text to World, Self to World **Short Stories** (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 refined by specific details; provide an objective summary of the text.	What are the primary elements of fiction/non-fiction? 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. 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. How do the literary devices that an author uses such as symbolism, theme, figurative language, etc. help to determine the allegorical meaning?	Students will read various short stories to develop an understanding of literary elements, plot structure, thematic analysis, through critical lenses. **Critical Theory Focus:** **Historical Lens, Social Construct Lens, Psychoanalytical Lens, Formalist Lens:** “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	Formative Assessments: Classwork, Group work, Stations, Quizzes/Tests, SPY strategy for analyzing texts **Identifying Literary Elements:** Plot Sequence Characterization Figurative Language/Literary Devices **Writing:** Critical Analysis- short answer response (SPY) **Creative Writing- 2 sentence Horror Story with a Twist! Must be an allegory~**	8 weeks
Text to Text, Text to Self, Text to World, Self to World **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., how the	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?	*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- SPY	Discussion/ Exploration Explication Practice- Finding Connections **Writing:** Critical Analysis- short answer response (SPY), (SLAM IT)	On-going (CEM)

			Creative Writing- Create your own poetry- SLAM IT	
language evokes a sense of time and place; how it sets a formal or informal tone).	How can the occasion or historical context affect meaning?		**Creative Writing- Create your own poetry- SLAM IT**	
Text to Text, Text to Self, Text to World, Self to World **Non- Fiction-** Essays/ Articles (selections change annually in support of content and/or connection to novel studies) PRIORITY STANDARD: Cite textual evidence to support analysis	Reading for Information and Understanding Reading challenging, thought provoking texts through a variety of lenses- social/cultural, feminist, historical, etc.	*Close read and analyze documents for information and understanding* *Margin notes- Comment Tool* *SPY*	Peer/group discussions Critical responses SPY Drawing Connections	On-going (CEM)
A Christmas Carol Charles Dickens *Truce,* Jim Murphy (excerpts) PRIORITY STANDARD: 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	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?	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	Formative AssessmentsQuick Quizzes for accountability and comprehension Summative Assessments Stave 1-5 Comprehension Guide: Symbols and Allegory Comparison essay- Critical lens- *Truce* and *A Christmas Carol* *Text Analysis Essay*	6 weeks
A Memoir: *Night* Elie Weisel *All But My Life* Gerda Weissmann Klein **Supplemental novel:** ***How Could This Happen?*** Dan McMillan (9H) excerpts "A God Who Remembers" NPR- This I Believe essay by Elie Wiesel (April 7, 2008)	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	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	Literature Circles: Create a Website Website will contain various formative and summative assessments to support content knowledge Final Writing Activity- "This I Believe Essay" Argumentative Essay	8 weeks

Interview with Oprah Winfrey, November 2000 www.ushmm.org WeRemember.org January 27 RL.9-10.3 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.	and remembrance in relation to genocide?	Partner Activity – "Free Words" for an Unfree World Focus- The Importance of Memory Whole class discussion- It Touches Us All International Holocaust Remembrance Day- Jan 27 Ushmm.org/watch/irhrd.2020 WeRemember.org		
Study of William Shakespeare **PRIORITY STANDARDS:** .RL.9-10.1 Cite strong and thorough textual evidence to support analysis 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	What is a tragedy? A tragic hero? How do stories reveal truths about human nature? How does manipulating language create meaning? How important is reputation? What factors amplify our insecurities? Do we define our reputations, or do others?	Plot summaries Completion of study guides Modernize verse Evaluation of discussion driven cooperative learning activities Graphic organizers pertaining to character analysis Close Read support articles Do Now Journaling Good Vs. Evil: Group Activities **Vocabulary**: Biography, Theme, Tone, Character Satire, Irony, Social perspective Dynamics of interpersonal relationships Moral dilemma Drama Lit. Terms	**What comment on the human condition does Shakespeare make through his most famous works?** **Comparison Essay** **Mini- Research Project**	6 weeks
Grammar	Parts of Speech Types/ Structure of Sentence Punctuation	Identify parts of speech and sentence in 2-3 sample sentences. "Fix It" QOD	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 Argumentative Essay-Career Research	2weeks

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