

## Southern Cayuga Central School District – Curriculum Map

Subject: English 10

Mrs. Lakie

Title or Topics w/ NYS Standards	Essential Questions & Vocabulary	Content Skills (Activities to cover Essential Questions)	Major Assessments (Tests, Projects, etc.)	Time Frame
<p><b>Email Etiquette</b> <i>Knowing Your Audience</i></p> <p><b>STANDARDS:</b> 9-10W1f 9-10W2f 9-10R1 9-10R6 9-10L3</p>	<ul style="list-style-type: none"> <li>What is the purpose of email and how can we communicate effectively?</li> <li>What is rhetoric?</li> <li>How is it used effectively when addressing different audiences for different purposes?</li> </ul> <p>Tone Audience Elements of an Email *addressee      *salutation *subject line    *body *closing          *signature Rhetorical Devices (ethos, logos, pathos)</p>	<p>In this unit students will be able to review digital communication etiquette and learn how to use email as a communication tool, and how to identify and use rhetorical devices in writing.</p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Format an email and use all necessary parts: addressee, subject line, salutation, body, closing, signature</li> <li>Proofread for correct grammar and full sentences.</li> <li>Clearly state the purpose of the email using the appropriate Tone required for a professional vs. personal email.</li> <li>Understand their audience and employ the appropriate Rhetorical devices (ethos, logos, pathos)</li> <li>Know to save problems, complaints, and other issues for face-to-face discussion.</li> <li>Avoid anything that might be considered rude (check the message over to make sure nothing could be misconstrued).</li> </ol>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Mini-lessons on rhetorical devices using Frayer Models to reinforce understanding and retention</li> <li>Relevant daily writing assignments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Write a personal email to Mrs. Lakie in order to introduce yourself and your personal goals.</li> <li>Write a persuasive email to Mrs. Lakie using one or more rhetorical devices.</li> </ul>	<p>1-2 weeks</p>
<p><b>Poetry SLAM IT</b> Emily Dickinson Kevin Powell Walter Earl Brown</p> <p>(Selections change annually as support materials to teach concepts and/or to connection to novel studies)</p> <p><b>STANDARDS:</b> 9-10R1 9-10R4 9-10R5</p>	<ul style="list-style-type: none"> <li>What are the steps involved in annotating poetry?</li> <li>How can the SLAM IT strategy help readers better understand the deeper meaning in poetry?</li> </ul> <p>Various literary terms and elements Close reading strategies Embedded vocabulary</p>	<p>In this unit, students will 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><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>Annotate each poem using the SLAM IT analysis tool.</li> <li>Work in collaborative groups.</li> </ol>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>Mini-lessons on the SLAM IT analysis tool</li> <li>Relevant daily writing assignments (text to text connections)</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>Poetry analysis</li> <li>Extended Response</li> </ul>	<p>1-2 weeks</p>

9-10R6 9-10W2 9-10W4 9-10L3 9-10L4 9-10L5				
<b>Independent Reading</b> <i>Exploration of Literature</i>  <b>STANDARDS:</b> 9-10R2 9-10R4 9-10R6 9-10W2 9-10W5 9-10L4 9-10L5	<ul style="list-style-type: none"> <li>● “Why do people read?”</li> <li>● “What do people read?”</li> <li>● “What are the benefits of reading?”</li> </ul> <i>Reading expands understanding of the world, its people and oneself.</i> Central Idea Close reading strategies Various literary terms and elements	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.  <b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Summarize a text.</li> <li>2. Analyze an author’s use of writing strategies to develop a central idea.</li> </ol>	<b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Brief Summaries</li> <li>● Central Idea (Regents Pt 3 style) response</li> </ul>	Fall/ Winter/ Spring
<b>Short Stories</b> <i>Text to Text, Text to Self, Text to World, Self to World</i>  (Selections change annually as support materials to teach concepts and/or to connection to novel studies)  <b>STANDARDS:</b> 9-10R1 9-10R2 9-10R3 9-10R4 9-10R6 9-10W2 9-10W4 9-10W5 9-10SL1 9-10L3 9-10L4 9-10L5	<ul style="list-style-type: none"> <li>● What are the primary elements of fiction/non-fiction?</li> <li>● How do the literary devices that an author uses help to determine meaning?</li> <li>● How do the deliberate choices authors make within their texts create such effects as mystery, tension, or surprise?</li> <li>● How do authors confront issues within their culture, especially those that are embedded within the social, historical, and ideological forces or structures that produce and constrain that culture?</li> </ul> Various literary terms and elements Close reading strategies Embedded vocabulary	Students will read various short stories to develop an understanding of literary elements, plot structure, and thematic analysis. <ul style="list-style-type: none"> <li>● “They’re Made Out of Meat” Terry Bisson</li> <li>● “The Masque of the Red Death” Edgar Allan Poe</li> <li>● “The Tell-Tale Heart” Edgar Allan Poe</li> <li>● “Harrison Bergeron” Kurt Vonnegut</li> <li>● “The World’s Shortest Horror Story” Fredric Brown</li> </ul> <b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Critically analyze a variety of short stories and their authors.</li> <li>2. Analyze author choices regarding structure, word choice, etc, and the effect on the reader.</li> </ol>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Classwork</li> <li>● Jigsaw group work</li> <li>● Stations work</li> <li>● Graphic organizers</li> <li>● SPY strategy for analyzing texts</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Critical Analysis - short answer response (SPY)</li> <li>● Creative Writing - 2 sentence Horror Story with a Twist! (must be an allegory)</li> </ul>	8 weeks
<b>Poetry</b> <i>Text to Text, Text to Self, Text to World, Self to World</i> (selections change annually in support of content and/or connection to novel studies)	<ul style="list-style-type: none"> <li>● What literary devices are employed by poets?</li> <li>● How is poetry different from prose? What personal, social influences affect a poet’s perspective?</li> </ul>	<i>Within various units, students will:</i> <ul style="list-style-type: none"> <li>● Explore poetry and poetic devices</li> <li>● Explicate various poems and writing</li> <li>● Interpret textual inferences</li> <li>● Document responses</li> <li>● Understand subtle nuances/degrees of irony</li> </ul>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Class discussion/ exploration</li> <li>● Cooperative learning activities</li> </ul>	On-going (CEM)

<b>STANDARDS:</b> 9-10R1 9-10R2 9-10R4 9-10R5 9-10R6 9-10W2 9-10W4 9-10SL1 9-10L3 9-10L5	<ul style="list-style-type: none"> <li>● How does style affect the tone of a poem?</li> <li>● How can the occasion or historical context affect meaning?</li> </ul> <p>Literary terms            Elements of poetry            Close reading strategies            Embedded vocabulary            Poetic terms            Types of poems</p>	<ul style="list-style-type: none"> <li>● Identify change in tone</li> <li>● Recognize the impact of change in style</li> </ul>	<ul style="list-style-type: none"> <li>● Graphic organizers pertaining to poetic devices</li> <li>● SPY activities</li> <li>● Relevant daily writing assignments (connections between texts)</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Explications</li> <li>● Critical analyses</li> <li>● Creative writing</li> </ul>	
<b>Non- Fiction: Essays/ Articles</b> <i>Text to Text, Text to Self, Text to World, Self to World</i>  (selections change annually in support of content and/or connection to novel studies)  <b>STANDARDS:</b> 9-10R1 9-10R3 9-10R5 9-10R6 9-10R8 9-10R9 9-10W1 9-10W2 9-10W5 9-10SL1 9-10SL3 9-10L3 9-10L4 9-10L6	<ul style="list-style-type: none"> <li>● How does our world/culture/experience shape our literature and vice versa?</li> <li>● How can we use supplemental knowledge to deepen our understanding of a text?</li> </ul> <p>Literary terms            Rhetorical devices            Close reading strategies            Embedded vocabulary            Types of non-fiction articles</p>	<p><i>Within various units, students will:</i></p> <ul style="list-style-type: none"> <li>● Close read and analyze documents for information and understanding</li> <li>● Margin notes- Comment Tool</li> <li>● Utilize SPY</li> </ul>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Peer/group discussions</li> <li>● Relevant classwork</li> <li>● Relevant groupwork</li> <li>● SPY</li> <li>● Dialogic Journals</li> <li>● Graphic organizers</li> <li>● Relevant daily writing assignments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Critical analyses</li> <li>● Regents Part 2 style essays</li> <li>● Regents Part 3 style responses</li> </ul>	On-going (CEM)
<b><i>The Hobbit</i></b> J.R.R. Tolkien  Various articles re: Tolkien, biography of; WWI-WWII timelines; The Greatest	<ul style="list-style-type: none"> <li>● How does our world/culture/experience shape our literature?</li> <li>● How does our literature shape our world/culture/experience?</li> <li>● How can we apply various lenses (social/cultural, feminist,</li> </ul>	<p>In this unit, students will read <i>The Hobbit</i>, and learn about J.R.R. Tolkien as a person outside of being the author of <i>The Hobbit</i>. They will investigate how his experiences shaped him, and speculate on how that resulted in/affected the writing of <i>The Hobbit</i>. They will also investigate the emerging popularity of the high fantasy genre following WWII, and analyze</p>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Modified Literature Circle group work</li> <li>● Jigsaw classwork</li> <li>● Compare/contrast graphic organizer</li> <li>● Graphic organizers</li> </ul>	6 weeks

<p>Generation; the emergence of the high fantasy genre</p> <p><i>The Hobbit</i> films (excerpts)</p> <p><b>STANDARDS:</b>            9-10R1            9-10R2            9-10R3            9-10R4            9-10R6            9-10R7            9-10W1            9-10W2            9-10W5            9-10L3            9-10L4            9-10L5</p>	<p><b>historical) to the literature that we read?</b></p> <ul style="list-style-type: none"> <li>● <b>How does applying a lens change our understanding and interpretation of a text?</b></li> </ul> <p>Literary terms            Close reading strategies            Embedded vocabulary</p>	<p>possible connections to global events. Lastly, they will compare the literature to the film, and speculate on the reasons for the similarities/differences.</p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Read and analyze a high fantasy novel.</li> <li>2. Make connections between an author's experience and the effect on his/her writing.</li> <li>3. Make connections between global/cultural events and literature.</li> <li>4. Compare different types of media.</li> </ol>	<ul style="list-style-type: none"> <li>● Author profile</li> <li>● Relevant daily writing</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Regents Part 3 style response</li> <li>● Comparison Essay</li> </ul>	
<p><b>Night</b> Elie Weisel  <b>All But My Life</b> Gerda Weissmann Klein  <i>Text to Text, Text to Self, Text to World, Self to World</i>  <b>Supplemental materials:</b>  <i>How Could This Happen?</i>            Dan McMillan (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><a href="http://www.ushmm.org">www.ushmm.org</a></p> <p>WeRemember.org January 27</p> <p>(supplemental materials subject to change on annual basis)</p> <p><b>STANDARDS:</b>            9-10R1</p>	<ul style="list-style-type: none"> <li>● <b>To what extent do individuals have control over their lives?</b></li> <li>● <b>What role does chance, choice, or fate play?</b></li> <li>● <b>What are the causes and/or the rationale behind events such as the Holocaust or other instances of genocide?</b></li> <li>● <b>Do such events still exist today?</b></li> <li>● <b>What role does faith play when one finds oneself in such a situation?</b></li> <li>● <b>How does silence perpetuate violence?</b></li> <li>● <b>What is the importance of memory and remembrance in relation to genocide?</b></li> </ul> <p>Various literary elements and rhetorical devices            Close reading strategies            Embedded vocabulary</p>	<p>In this unit, students will read two memoirs of Holocaust survivors. In the process, they will investigate more deeply into the Holocaust itself, as well as other genocides in the world that are less well-known, in addition to reading a variety of other non-fiction articles.</p> <p>International Holocaust Remembrance Day- Jan 27  <a href="http://Ushmm.org/watch/irhrd.2020">Ushmm.org/watch/irhrd.2020</a>  <a href="http://WeRemember.org">WeRemember.org</a></p> <p><b>Students will be able to:</b></p> <ol style="list-style-type: none"> <li>1. Identify and recall facts about the Holocaust.</li> <li>2. Critically analyze a memoir.</li> <li>3. Critically analyze cause and effect, as well as peer group pressures within social structures.</li> <li>4. Investigate global events independently, while checking their sources for credibility.</li> </ol>	<p><b>Formative Assessments:</b></p> <ul style="list-style-type: none"> <li>● K-W-L charts (for the Holocaust, Judaism, genocides, etc)</li> <li>● Modified Literature Circle group work</li> <li>● Graphic organizers</li> <li>● Discussion groups</li> <li>● Virtual museum tour (subject to change based on availability)</li> <li>● Relevant daily writing assignments</li> </ul> <p><b>Summative Assessments:</b></p> <ul style="list-style-type: none"> <li>● Quizzes</li> <li>● Test</li> <li>● Argumentative Essay</li> <li>● "This I Believe" Essay.</li> </ul>	8-10 weeks

9-10R2 9-10R3 9-10R6 9-10R9 9-10W1 9-10W2 9-10W5 9-10W7 9-10SL1 9-10SL3 9-10SL6 9-10L3 9-10L4				
<b>Julius Caesar</b> <i>Text to Text, Text to Self, Text to World, Self to World</i>  <i>Study of William Shakespeare</i>  Multimedia excerpts  <b>STANDARDS:</b> 9-10R1 9-10R2 9-10R3 9-10R4 9-10R7 9-10W1 9-10W2 9-10W5 9-10SL1 9-10SL2 9-10L3 9-10L4	<ul style="list-style-type: none"> <li>● What is a tragedy? A tragic hero?</li> <li>● How do stories reveal truths about human nature?</li> <li>● How does manipulating language create meaning?</li> <li>● How important is reputation?</li> <li>● What factors amplify our insecurities?</li> <li>● Do we define our reputations, or do others?</li> <li>● What comment on the human condition does Shakespeare make through his most famous works?</li> </ul> Various literary terms and elements Social perspective Dynamics of interpersonal relationships Moral dilemma	In this unit, students will read parts of Julius Caesar, study Shakespeare, and find and analyze parallels within popular modern media.  <b>Students will be able to:</b> 1. Read and understand Shakespearean writing and dialect 2. Identify and make connections between Shakespearean themes and modern media 3. Identify central ideas and analyze how Shakespeare uses various writing strategies to develop those central ideas	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Plot summaries</li> <li>● Modified Literature Circle group work</li> <li>● Study guides</li> <li>● Graphic organizers</li> <li>● Close Read support articles</li> <li>● Relevant daily writing assignments</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Comparison Essay</li> <li>● Regents Part 3 style response</li> </ul>	8-10 weeks
<b>Grammar</b>  <b>STANDARDS:</b> 9-10L3 9-10L6	Parts of Speech Types/ Structure of Sentence Punctuation	Students will review all parts of speech, types/structures of sentences, punctuation, etc.  <b>Students will be able to:</b> 1. Follow the standards of written English. 2. Proofread and revise errors in their own writing.	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Sample sentences with dissection/correction</li> <li>● Corrections within student work</li> </ul>	Ongoing (CEM)  <i>Weekly direct instruction</i>

<b>Career Research Project: Exploring Naviance</b>  <b>STANDARDS:</b> 9-10R1 9-10W2 9-10W5 9-10W6 9-10W7 9-10SL2 9-10L6	<ul style="list-style-type: none"> <li>● What are the various research tools available?</li> <li>● What skills are necessary to complete senior level research work? How can one determine the reliability of individual sources?</li> <li>● How does one decipher valuable information from multiple resources?</li> </ul> Resume Cover letter Interview	In this unit, students will research careers and available jobs within those careers. Then, they will write resumes and cover letters, and familiarize themselves with Naviance.  <b>Students will be able to:</b> <ol style="list-style-type: none"> <li>1. Navigate the Naviance system</li> <li>2. Research careers and job openings</li> <li>3. Write a resume and cover letter</li> <li>4. Conduct themselves appropriately in an interview.</li> </ol>	<b>Formative Assessments:</b> <ul style="list-style-type: none"> <li>● Naviance: Career Survey</li> <li>● RoadTrip Nation</li> <li>● Career Research</li> <li>● Application Research</li> </ul> <b>Summative Assessments:</b> <ul style="list-style-type: none"> <li>● Resume</li> <li>● Cover Letter</li> <li>● Field Work/Interview</li> <li>● Argumentative Essay</li> </ul>	2 weeks
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**Each Unit above collectively addresses all of the NYS Next Generation Standards for ELA and Literacy**