Moon Area School District Curriculum Map

Course: English 10
Grade Level: 10th
Content Area: English
Frequency: Full-Year Course

Big Ideas

1. Effective readers use appropriate strategies to construct meaning.
2. Critical thinkers actively and skillfully interpret, analyze, evaluate, and synthesize information.
3. Active listeners make meaning from what they hear by questioning, reflecting, responding, and evaluating.
4. Effective speakers prepare and communicate messages to address the audience and purpose.
5. Effective research requires the use of varied resources to gain or expand knowledge.
6. Audience and purpose influence a writer's choice of organizational pattern, language, and literary techniques.
7. Rules of grammar and language conventions support clarity of communications between writers/speakers and readers/listeners.

Essential Questions

8. How do speakers employ language and utilize resources to effectively communicate a message?
9. What makes clear and effective writing?
10. How do grammar and conventions of language influence spoken and written communication?
11. What is the importance of active listening skills in being a good communicator?
12. Why should a person be cautious of word selection, tone, and non-verbal communication when speaking?
13. How are questioning techniques generated to invoke thoughtful responses?

Primary Resource(s) & Technology:
McDougal Littell Literature Textbook Series, IXL online software,
NMSI Laying the Foundation, Microsoft Teams, Promethean Boards, Student Laptops
Novels: Excerpt from *The Shipping News* by Annie Proulx, *Of Mice and Men* by John Steinbeck, *1984* by George Orwell, *Animal Farm* by George Orwell, excerpts from *Le Morte d'Arthur* by Sir Thomas Malory, excerpts from *The Acts of King Arthur and His Noble Knights* by John Steinbeck.
Drama: *Julius Caesar* by William Shakespeare, *Medea* by Euripides.
Nonfiction: "Why Are People Mean?" by Nathan A. Heflick Ph.D., Maslow's Hierarchy of Needs, "The Plot Against People" by Russell Baker, "Abolishing the Penny Makes Good Sense" by Alan S. Blinder, "I Am Very Real" by Kurt Vonnegut, "Medicine and Magic" by Chris French and Clare Hughes, "The Failed Strategy of Political Assassination" by Greg Woolf,

Meditations by Marcus Aurelius, "Should Ugly People Be Treated As A Minority?" by Daniel Hamermesh,

Short Stories: "The Possibility of Evil" by Shirly Jackson, "The Doll's House" by Katherine Mansfield, "The Pedestrian" by Ray Bradbury, "Everyday Use" by Alice Walker", "Two Friends" by Guy de Maupassant, "On The Rainy River" by Tim O'Brian, "Only Daughter" by Sandra Cisneros, "And of Clay We Are Created" by Isabel Allende, "There Will Come Soft Rains" by Ray Bradbury, "Harrison Bergeron" by Kurt Vonnegut, "Searching for Summer" by Joan Aiken, "The Race to Save Apollo 13" by Michael Useem.

Poetry: "The Gift" by Li Young Lee, "Ex-Basketball Player" by John Updike, "Dear Basketball" by Kobe Bryant, "Slam, Dunk, & Hook" by Yusef Komunyakaa, "Introduction to Poetry" by Billy Collins, "To A Mouse" by Robert Burns, "Richard Cory" by Edwin Arlington Robinson, "There Will Come Soft Rains" by Sara Teasdale, "The New Colossus" by Emma Lazarus, Shakespearean sonnets.

Film: Of Mice and Men directed by Gary Sinise, Julius Caesar produced by The Royal Shakespeare Company, satiric episode of The Simpsons.

Pennsylvania and/or focus standards referenced at:
www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
	CC.1.3.9-10.A Eligible Content: L.F.1.1.3 L.F.1.3.1 L.F.1.3.2 L.F.2.3.1-3 L.F.2.3.5 L.F.2.3.6 **CC.1.3.9-10.B** Eligible Content: L.F.1.1.1-3 L.F.1.3.1-2 L.F.2.1.1-2 **CC.1.3.9-10.C** Eligible Content: L.F.2.3.1-3 **CC.1.3.9-10.D** **CC.1.3.9-10.F** **CC.1.3.9-10.I** Eligible Content:	**Skills covered**: Annotation Characterization: direct and indirect Protagonist Antagonist Character motivation Cultural significance Inference Mood and tone Point of view Foreshadowing Conflict Irony Imagery Theme Setting Cause and effect Dialogue Autobiography Author's purpose Figurative language Diction (word choice) Simile Metaphor	6-9 weeks

	L.F.1.2.1-4 **CC.1.3.9-10.K**	Allusion Extended metaphor Plot: Exposition, Rising Action, Climax, Falling Action, Resolution **Writing**: Literary analysis essay on author's development of character Autobiographical Narrative	
	CC.1.2.9-10.J <u>Eligible Content:</u> L.N.1.2.1 L.N.1.2.3 L.N.1.2.4 **CC.1.2.9-10.K** **CC.1.3.9-10.B** <u>Eligible Content:</u> L.F.1.1.1-3 L.F.1.3.1-2 L.F.2.1.1-2 **CC.1.3.9-10.C** <u>Eligible Content</u> L.F.1.1.1-3 L.F.2.3.1-6 **CC.1.3.9-10.D** **CC.1.3.9-10.E** <u>Eligible Content</u>: L.F.2.5.1-3 **CC.1.3.9-10.F** **CC.1.3.9-10.I** <u>Eligible Content</u>: L.F.1.2.1-4 **CC.1.3.9-10.J** <u>Eligible Content</u>: L.F.1.2.1-4 **CC.1.3.9-10.K**	**Skills covered**: Social stratification Disempowerment Dialogue vs Narrative form Symbolism Theme Motif Embedding quotes Characterization Literary lens **Writing**: Thematic analysis essay on author's development of theme through text construction/literary device/characterization Mini Poetry Unit Shakespearean, Petrarchan, Spenserian Sonnets Iambic Pentameter Scansion, stressed/unstressed syllables Enjambment Refrain Stanza **Writing**: Write a poem to yourself in 5 years, making strategic use of the literary devices in this unit.	6-9 weeks
	CC.1.2.9-10.A <u>Eligible Content</u>: L.N.1.3.1-3	**Skills covered**: Tragic hero (harmatia, peripeteia, hubris) Soliloquy	9-12 weeks

	L.N.2.3.4 **CC.1.2.9-10.B** Eligible Content: L.N.1.3.1-3 L.N.2.1.1-2 **CC.1.2.9-10C** **CC.1.2.9-10.I** **CC.1.2.9-10.J** Eligible Content: L.N.1.2.1 L.N.1.2.3 L.N.1.2.4 **CC.1.2.9-10.K** Eligible Content: L.N.1.2.1-4 **CC.1.2.9-10.L** **CC.1.3.9-10.E** Eligible Content: L.F.2.5.1-3 **CC.1.3.9-10.F** **CC.1.3.9-10.G** **CC.1.3.9-10.H** Eligible Content: L.F.2.4.1 **CC.1.3.9-10.I**	Aside Monologue Situation, verbal, and dramatic irony Pun Superstition Stoicism Rhetorical situation Belief + Premise = Claim Ethos, Pathos, and Logos appeals Anaphora Asyndeton Polysyndeton Repetition Parallelism Rhetorical questions Propaganda Testimonial Bandwagon Name calling Snob appeal Plain folks Misuse of statistics Stereotyping Transfer Loaded words Connotation/denotation Understatement Euphemism Dysphemism	
	CC.1.2.9-10.A Eligible Content: L.N.1.3.1-3 L.N.2.3.5 **CC.1.2.9-10.C** **CC.1.2.9-10.E** **CC.1.2.9-10.J** Eligible Content: L.N.1.2.1 L.N.1.2.3 L.N.1.2.4	**Skills covered**: Utopia Dystopia Totalitarian Allegory Archetypes Satire (Horatian and Juvenalian) Mood Tone Rhetorical Situation Belief + Premise = Claim	9-12 weeks

	CC.1.2.9-10.K **CC.1.2.9-10.L** **CC.1.3.9-10.A** **CC.1.3.9-10.B** Eligible Content: L.F.1.1.1-3 L.F.1.3.1-2 L.F.2.1.1-2 **CC.1.3.9-10.C** Eligible Content L.F.1.1.1-3 L.F.2.3.1-6 **CC.1.3.9-10.E** **CC.1.3.9-10.F** **CC.1.3.9-10.G** **CC.1.3.9-10.I** **CC.1.3.9-10.J** Eligible Content: L.F.1.2.3-4	**Writing**: Establish how an author creates tone through the use of imagery and other literary devices.	