

Moon Area School District Curriculum Map

Course: Pre AP English
Grade Level: 10
Content Area: ELA
Frequency: Full-Year Course

Big Ideas

1. Analysis and Citing Evidence
2. Evaluating Text Structure and Author's Purpose
3. Rhetoric and Persuasion
4. Developing the Argument

Essential Questions

How does the search for perfection create conflict?

How is literature a reflection of the time period from which it was written?

How does literature inspire change?

How does an author's style reflect an author's culture?

How is trust created and destroyed?

How do we determine what is trustworthy?

How is an effective argument developed and supported?

Primary Resource(s) & Technology:

Textbook Series, IXL online software, Common Lit

Microsoft Teams, Promethean Boards, Student Laptops/iPads, NIMSI Resources, *Their Eyes Were Watching God* by Zora Neale Hurston, *Of Mice and Men* by John Steinbeck, Steinbeck's Nobel Prize Banquet Speech, *Angela's Ashes* by Frank McCourt, Irish Ballads, "The Highwayman" Alfred Noyes, *Medea* by Euripides, *Medea* 1982 movie clips Zoe Caldwell, Chong-Gossard literary criticism *Medea*, Royal Shakespeare Production *Julius Caesar (2012)* 1984 by George Orwell, "To a Mouse" by Robert Burns, *A Modest Proposal* by Jonathan Swift, Blooms Literary Database Selections, Literary Criticisms to support teacher and student-selected texts, "A Very Old Man with Enormous Wings," *One Hundred Years of Solitude (excerpt)*, "The Night Face-Up" Julio Cortazar, "One of These Days" Gabriel Garcia Marquez, selected poems of Pablo Neruda, *The Solitude of Latin American* (Nobel Prize Speech Marquez), Bill Moyer's Interview Isabel Allende, Kenneth Branagh's *Much Ado About Nothing*, 1993.

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
---------------	-------------------	------------------------------------------------	----------

<p>Analysis and Citing Evidence</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>How does the search for perfection create conflict?</p> </div>	<p>CC.1.4.10.H. Write with a sharp distinct focus identifying topic, task, and audience. Introduce the precise claim.</p> <p>CC.1.4.10.S. Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade level reading standards for literature and literary non-fiction.</p> <p>CC.1.2.10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author’s explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.10.I. Analyze seminal U.S. documents of historical and literary significance, including how</p>	<p>Terms To Know: Allegory Characterization Inference Mood Tone Syntax Literary Analysis Motif Point of View Setting Theme Literary Theory Satire Utopia Dystopia</p> <hr/> <p>Character Analysis</p> <p><i>After reading 1984 (or other summer reading) write an essay analyzing how the author uses different devices to create a complex character</i></p> <p>AP Writing Style Workshop <i>Using College Board and NIMSI sample texts, explore AP style writing in order to support the creation of the Character Analysis essay.</i></p> <p>Satire Narrative</p> <p><i>Using the techniques of Satire discussed in class, write an original piece critiquing an issue of your choice</i></p> <p>Science Fiction and Satire Unit Test</p> <p>Of Mice and Men Unit Test</p> <p>Utopia Group Project <i>Using the elements of Science Fiction and outside research, create a multi-media presentation of Utopian argument</i></p> <hr/> <p>The Trial Group Project</p>	<p>Term 1</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

	<p>they address related themes and concepts.</p> <p>CC.1.3.10.H. Analyze how an author draws on and transforms themes, topics, character types, and/or other text elements from source material in a specific work.</p> <p>CC.1.3.10.G. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</p> <p>CC.1.3.10.C. Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p>	<p><i>Using the text of <i>Of Mice and Men</i>, conduct research-based debate focused on characterization and text analysis. Exterior research and primary documents will be utilized to support the argument.</i></p>	
	<p>Eligible Content:</p> <p><i>1984</i></p> <p>Science Fiction Unit</p>		

	<p>“There Will Come Soft Rains” “Harrison Bergeron” “Searching for Summer” “The Pedestrian” “The Race to Save Apollo 13” In Event of Moon Disaster</p> <p>“The Shipping News” excerpt</p> <p><i>Of Mice and Men</i></p> <p><i>Steinbeck</i> <i>Nobel Prize</i> <i>Banquet Speech</i></p> <p><i>“To a Mouse”</i></p>		
<p>Evaluating Text Structure and Author’s Purpose</p> <div data-bbox="207 1646 423 1793" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><i>How does place shape a person?</i></p> </div>	<p>CC.1.4.10.J. Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; Use words, phrases,</p>	<p>Terms To Know: Audience Author’s Purpose Cause/Effect Central Idea Chronological Cohesion Engage Flashback Foreshadowing Logical Orient</p>	<p>Term 2</p>

<p><i>How does literature inspire change?</i></p> <p><i>How does an author's style reflect an author's culture?</i></p>	<p>and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>CC.1.5.10.D. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning; ensure that the presentation is appropriate to purpose, audience, and task.</p> <p>CC.1.3.10.E.</p>	<p>Sarcasm Satire Sequence Style Task Voice Magical Realism Translation Post-Modernism</p> <p>Poetic Terms To Know: Alliteration Assonance Consonance Hyperbole Imagery Metaphor Meter Onomatopoeia Personification Repetition Rhyme Simile Symbolism</p> <p>Types of Poetry: Ballad Lyric Narrative Poetry Ode Prose Villanelle</p> <p>Memoir <i>Use the techniques of Creative Nonfiction writing explored in Angela's Ashes to construct a personal memoir displaying author's style and voice.</i></p> <p>Keystone/AP Prep Writing Assignments <i>Review of Keystone constructed response structure and purpose.</i></p>	
-------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	<p>Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>CC.1.4.10.D. Organize ideas, concepts, and information to make important connections and distinctions; use appropriate and varied transitions to link the major sections of the text; include formatting when useful to aiding comprehension ; provide a concluding statement or section.</p> <p>CC.1.4.10.N. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing</p>		
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>a narrator and/or characters.</p> <p>CC.1.2.10.C. Apply appropriate strategies to analyze, interpret, and evaluate how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>CC.1.2.10.A. Determine a central idea of a text and analyze 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.</p> <p>CC.1.3.10.A.</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

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.

Eligible Content:

Angela's Ashes

Irish Ballads

"The Highwayman"

A Modest Proposal

Excerpt One Hundred Years of Solitude

"A Very Old Man with Enormous Wings"

"The Night Face-up"

	<p>Selected poems of Pablo Neruda</p> <p>“Only Daughter”</p> <p>“Caramelo”</p> <p>“One of These Days”</p> <p>“And of Clay We Are Created”</p> <p>Moyer Interview with Allende</p> <p>“The Solitude of Latin America”</p>		
<p>Rhetoric and Persuasion</p> <p><i>How is trust created and destroyed?</i></p>	<p>CC.1.5.10.B. Evaluate a speaker’s perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p> <p>CC.1.3.10.F. Analyze how words and phrases shape meaning and tone in texts.</p>	<p>Rhetoric Terms To Know:</p> <p>Bandwagon Bias Circular Argument (Post Hoc/False Cause) Connotation Denotation Ethos Logos Name-Calling Pathos Propaganda Red Herring Repetition Rhetoric Sweeping Generalization Testimonial</p> <p>Drama Terms To Know:</p> <p>Aside Iambic Pentameter</p>	<p>Term 3</p>

	<p>CC.1.2.10.F. Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.10.G. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.4.10.O. Use narrative techniques such as dialogue, description, reflection, multiple plot lines, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, settings,</p>	<p>Monologue Pun Soliloquy Stage Direction Tragedy Tragic Flaw Tragic Hero Universal Significance</p>	
		<p>Unit Test</p> <p>Argument Speech Writing/Presentation: <i>After researching a problem, write a speech in which you identify a problem and propose a solution. Support your position with evidence from your research. Include charts, table, illustrations and/or stylistic devices to help convey your message to your readers. * Students will also present these speeches.</i></p> <p>AP Rhetoric Writing Workshop</p> <p><i>Using the AP Language rubric and AP language materials, analyze argument construction and effectiveness through writing.</i></p> <p>Keystone/AP Prep Writing Assignments</p>	

	<p>and/or characters.</p> <p>CC.1.3.10.D. Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> <p>CC.1.2.10.D. Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>Eligible Content:</p> <p><i>Julius Caesar</i></p> <p>Royal Shakespeare Production <i>Julius Caesar</i> (2012)</p> <p><i>Medea</i></p> <p><i>Medea</i> 1982 movie clips Zoe Caldwell</p> <p>Chong-Gossard literary criticism <i>Medea</i></p> <p>Royal Shakespeare Production</p>		
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p><i>Julius Caesar</i> (2012)</p> <p>“On Nuclear Disarmament”</p> <p>“I Have a Dream”</p>		
--	--------------------------------------------------------------------------------------------------------	--	--

<p>Developing the Argument</p> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <p><i>How do we determine what is trustworthy?</i></p> <p><i>How is an effective argument developed and supported?</i></p> </div> <p><i>How is literature a reflection of the time period from which it was written?</i></p>	<p>CC.1.4.10.I. Distinguish the claim(s) from alternate or opposing claims; develop claim(s) fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>CC.1.4.10.W. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a</p>	<p>Terms To Know:</p> <ul style="list-style-type: none"> Citations Counterclaim Defense of a Claim Explicit Implicit MLA format Refute Relevance Reliable Source Validity <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>11 Sentence Research Project</p> <p>After researching the major historical literary movements, pick pieces of literature from a time period and connect them to the concerns of the literary movement. Focus on author's purpose and historical context.</p> </div> <p>Hurston Unit Test</p> <p>Comparative Analysis Writing After watching <i>Much Ado about Nothing</i>, students will construct a comparative analysis of Shakespeare's comedic versus tragic structure</p>	<p>Term 4</p>
----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------

	<p>standard format for citation.</p> <p>CC.1.3.10.B. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.2.10.H. Delineate and evaluate the argument and specific claims in a text, assessing the validity of reasoning and relevance of evidence.</p> <p>CC.1.4.10.C. Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

	<p>information and examples appropriate to the audience's knowledge of the topic; include graphics and multimedia when useful to aiding comprehension.</p> <p>CC.1.2.10.E. Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text.</p>		
--	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--	--

Eligible Content:

*Their Eyes
Were Watching
God* by Zora
Neale Hurston

Student
selected Texts
from Blooms
Literature
Database

Various
Literary
Criticisms from
LRC or other
collections

Kenneth
Branagh's
*Much Ado
About Nothing*,
1993.