

YEAR AT A GLANCE - Regents and Honors English 10 (updated Dec 2022)

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Using performance tasks as a guide, we may see how sophomores move from proficient to mastery across writing, speaking, and reading assessments. Please note that core texts may not be taught in the order they appear here.

Unit 1 Literary/Rhetorical Elements Review and Application Quarter 1	Enduring Understanding English 10 & 10 Honors Students will understand the following concepts	Essential Questions	Performance Tasks (e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)	Resources/ Tools
<p><u>Core Text</u></p> <p><i>Selection of Short Stories and/or Poems</i></p>	<p>Reading expands understanding of the world, people, and oneself</p> <p>Authors express themes through the elements of literature</p> <p>All good literature reveals truths about the human experience that transcends its time.</p>	<p>Why do we tell stories? How do authors convey purpose and meaning in literature?</p> <p>How does literature contribute to an understanding of ourselves and others?</p> <p>How do we analyze a story?</p>	<p><u>Executive Function Skills:</u> Tracking progress, managing homework. Sending an email to a teacher/authority figure. Reading and following written and oral directions independently.</p> <p><u>Written Assessments:</u> Reading quizzes, and short essay responses. Close reading assessments (M/C or written)</p> <p>Developing Quote Analysis and Writing the theme statement Incorporating evidence into paragraphs</p> <p>Narrative and Descriptive writing</p>	<p>“Cask of Amontillado” “A Retrieved Reformation”, “Where Have You Gone, Charming Billy?”, “Sniper”, “The Necklace”, “Dolan’s Cadillac” “The Witch” “The Lottery”, The first two chapters of <i>A Study in Scarlet</i> (Sherlock Holmes) "The Adventure of the Speckled Band" (Sherlock Holmes)</p> <p>Poems: “Thoughts of Hanoi” “The Raven” “The Seven Ages of Mankind”</p> <p>Genres include:</p>

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			<p>Vocabulary sentences/workbook completion/Integrating vocabulary into writing assignments SWBST (Somebody wanted but so then) story analysis Study Questions Grammar/Mechanics review</p> <p>Vocabulary sentences/workbook completion</p> <p><u>Summative Assessments:</u> Emerging Proficiency in Thematic essay and/or character analysis essay Incorporating rich vocabulary into written assessments, emerging development of strong syntax.</p>	<p>Horror/Suspense Southern Gothic</p> <p>Alternate Novel: <i>I am the Cheese</i></p> <p><i>Non-fiction to go with Sherlock Holmes:</i> "The Man Who Hated Sherlock Holmes: The Life of Arthur Conan Doyle"</p> <p><i>Vietnam: 50 year's Remembered</i> episode 2 Documentary to connect to "Charming Billy"</p> <p>Graphic organizers, writing outlines, Google slides resources on writing elements, selections of short films to reinforce analysis of storytelling.</p> <p>Regents Multiple Choice Practice and Text analysis practice</p> <p>Vocabulary Workbooks/Academic Vocabulary Lists</p>
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<p><u>Unit 2</u> Introduction to Literary Analysis /Rhetorical Analysis (Focus on Element Analyses) Quarter 1/2</p>	<p>Enduring Understanding English 10 & 10 Honors Students will understand the following concepts</p>	<p>Essential Questions</p>	<p>Performance Tasks (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p>Resources/ Tools</p>
<p><u>Core Text</u> <i>A Separate Peace</i> OR <i>The Curious Incident of the Dog in the Night-time</i> Or <i>Brighton Beach Memoirs</i> OR <i>Independent reading selection</i></p>	<p>Novels tell interwoven and complex stories with multiple themes</p> <p>Coming of age stories explore the journey from childhood to adulthood</p> <p>Making reader-text connections inspires thinking and applying the text to everyday life and literature read in the past.</p> <p>Connections may be expressed in the form of writing, speech, and performance</p>	<p>How do we know which is more important: responsibility to oneself, to family, to society, or to humanity?</p> <p>How does storytelling (structure, narrative voice, etc.) impact the understanding of our lives?</p> <p>How do we track and analyze a character and/or theme's development?</p> <p>What tools may we use when reading to improve our experience?</p>	<p><u>Executive Function Skills:</u> Annotations and notetaking; keeping track of details while reading a novel. Emerging creation of graphic organizers for writing and thinking improvement.</p> <p><u>Written Assessments:</u> Demonstration of proficiency in textual analysis of quotations. Study Questions Vocabulary study/sentence writing/quizzes <u>Speaking Assessments:</u> Socratic Seminar/Literature Circles</p> <p><u>Summative Assessments:</u> Unit assessments may include demonstration of proficiency in crafting thematic essays, character</p>	<p><u>Core Text</u> <i>A Separate Peace</i> OR <i>The Curious Incident of the Dog in the Night-time</i> Or <i>Brighton Beach Memoirs</i> Or <i>Independent Reading Selections</i></p> <p>Poetry of the Harlem Renaissance</p> <p>Nonfiction selections that illustrate and build student understanding of the time period and characters' background.</p> <p><i>Non-fiction to go with "The Curious Incident":</i> Autism Spectrum Disorder - from the DSM-5 Foreword from <i>The Way I See It</i> by Temple Grandin "Tony and Temple Face to</p>

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			analysis essays, text analysis, and/or comparison contrast. Artistic, research based, and or otherwise creative project connecting text to the larger world/community.	Face" interview from <i>The Way I See It</i> Historical connections to novel's inspiration and themes Annotation tools, graphic organizers, Films: <i>Brighton Beach Memoirs</i> , <i>Temple Grandin (the film)</i> Vocabulary Workbooks/Academic Vocabulary Lists
Unit 3 Argumentation/ Rhetorical Analysis Quarter 2/3	Enduring Understanding English 10 & 10 Honors Students will understand the following concepts	Essential Questions	Performance Tasks (e.g., <i>Persuasive Essay</i> , <i>DBQ</i> , <i>Nutritional Analysis</i> , etc.)	Resources/ Tools
<u>Core Text/Resources</u> Non-Fiction Persuasive Essays, Recent News Articles, Databases, Opinion/Editorial <i>May include:</i>	Writers skillfully arrange language and information to persuade the audience. We must exercise diligence in finding reliable sources	How may we use writing appeals, select evidence, and organize our essay effectively? How may we incorporate evidence skillfully into a	<u>Executive Function Skills:</u> Collecting and managing online resources, planning for long term assignments. <u>Written Assessments:</u> Vocabulary sentences/workbook	<u>Core Text/Resources</u> Non-Fiction Persuasive Essays, Recent News Articles, Databases, Opinion/Editorial <i>May include:</i> <i>Julius Caesar</i>

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<p><i>Julius Caesar</i></p>	<p>Effective claims, evidence, organization, and writing syntax is valuable in persuasive writing</p> <p>We must follow citation formats and guidelines to indicate sources used.</p>	<p>paragraph?</p> <p>How may we avoid writing with bias?</p> <p>Where can we find reliable evidence?</p> <p>How may current issues in our world be resolved and why do they exist?</p>	<p>completion</p> <p>From Developing to Proficient</p> <p>News Hunt/analyzing bias online, Appeals Analysis Note taking/Note cards for research paper MLA/Citation activities</p> <p><u>Summative Assessments:</u> Proficient level 3-5 page argumentative research paper with 3 or more source</p> <p>Regents Argumentative task and Practice Multiple choice</p>	<p>Regents Argumentative</p> <p>District Databases</p> <p>Library Instruction</p> <p>Vocabulary Workbooks/Academic Vocabulary Lists</p>
<p><u>Unit 4</u> Narrative Nonfiction/Historical Fiction Quarter 3/4</p>	<p>Enduring Understanding</p> <p>English 10 & 10 Honors Students will understand the following concepts</p>	<p>Essential Questions</p>	<p>Performance Tasks (e.g., <i>Persuasive Essay, DBQ, Nutritional Analysis, etc.</i>)</p>	<p>Resources/ Tools</p>
<p><u>Core Texts</u></p> <p><i>Maus</i> <i>OR</i> <i>Night</i> <i>OR</i> <i>All Quiet on the</i></p>	<p>People survive despite all odds and choose to forgive, remember, and change future lives.</p> <p>The destruction and horror of war is</p>	<p>How do humans survive trauma?</p> <p>How does literature reflect on historical events?</p>	<p><u>Executive Function Skills:</u> Annotating and pacing reading of a novel, planning and executing a creative project.</p>	<p><u>Core Texts</u> <i>Maus, OR Night, OR All Quiet on the Western Front</i></p> <p><i>Poetry</i> “In Flanders Fields”</p>

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<p><i>Western Front</i></p>	<p>immeasurable</p> <p>Education can both empower and oppress.</p> <p>Novels tell interwoven and complex stories with multiple themes</p> <p>Historical non fiction allows us to experience important events throughout history</p>	<p>How have people dealt with adversity throughout history?</p> <p>How does war change one's perspective on relationships? On allegiance?</p> <p>How may we demonstrate the futility of war and the breadth of the human experience through historical fiction?</p>	<p><u>Written Assessments:</u> Demonstration of improved proficiency in textual analysis of passages. Connecting and tracking a character across a novel. Linking a poem to prose literature Analysis of an author's use of literary elements. Study Questions Practice Multiple Choice/Short Answer of fiction, nonfiction, and poetry</p> <p>Vocabulary study/sentence writing/quizzes</p> <p><u>Summative Assessments:</u> Unit Tests Creative Project/Presentation (Speaking Assessments); creative assignment incorporating art/poetry OR interview</p> <p>Regents Aligned Text Analysis</p>	<p>“Dulce et Decorum Est”</p> <p><i>Non-fiction articles for Holocaust unit:</i> “Johtje Vos, Who Saved Wartime Jews, Dies at 97” “Nazis Paid Bounty Hunters to Turn in Jews”</p> <p>Josef Mengele bio from the US Holocaust Memorial Museum “How the Nazis ‘Normalized’ Anti-Semitism by Appealing to Children”</p> <p><i>Kindertransport:</i> The Heartbreaking Rescue that Saved 10,000 Jewish Children from the Nazis” "Letter from the Schindlerjuden"</p> <p>Film: <i>War Torn</i> or similar documentary</p> <p><i>All Quiet on the Western Front</i> <i>Schindler's List</i></p> <p>Vocabulary Workbooks/Academic</p>
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				Vocabulary Lists
<u>Unit 5</u> Drama and Performance Quarter 3/4	Enduring Understanding	Essential Questions	Performance Tasks (e.g., <i>Persuasive Essay</i> , <i>DBQ</i> , <i>Nutritional Analysis</i> , etc.)	Resources/ Tools
<u>Core Text</u> <i>Othello</i> OR <i>Fences</i> OR <i>Fences</i> Independent Reading	Environment (setting) affects people (characters) and their behavior, attitudes, and outlook on life. Characters often suffer from a tragic flaw that can lead to their downfall. We read plays to appreciate performance, character development, and conflict.	What motivates a character to do good or evil? What makes a heroic character become the vehicle for his or her destruction? How does race and class affect interpersonal relationships? How can language be as destructive as war?	<u>Executive Function Skills:</u> Note taking, planning independent projects <u>Speaking Assessments:</u> Reading aloud and performing a role, monologue or soliloquy Literature circles and Socratic Seminar <u>Written Assessments:</u> Proficiency in textual analysis of passages and using literary elements to support analysis. Connecting and tracking one or more characters across a play. Web Quest/Short answer background study on play. Study Questions	<u>Core Text</u> <i>Othello</i> OR <i>Fences</i> OR <i>Fences</i> Independent Reading Online resources on background of play Film: <i>Othello</i> , <i>Fences</i> <u>Non-fiction to go with <i>Othello</i>:</u> "Predators: The Disturbing World of Psychopaths Among Us" Antisocial Personality Disorder - from the DSM-5 Vocabulary Workbooks/Academic Vocabulary Lists

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			<p>Practice Multiple Choice/Short Answer of fiction, nonfiction, and poetry</p> <p>Vocabulary study/sentence writing/quizzes</p> <p><u>Summative Assessments</u> Unit Test, demonstrate proficiency or mastery in thematic or character analysis essay, Map of Plot/Conflict/Tragedy Independent reading project Regents aligned argument or text analysis, Regents practice multiple choice</p>	
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