

English 10 Curriculum Map

Course Title: English 10

Course Description: This course will cover short stories and poetry in terms of analysis of structure and meaning. A large amount of writing on both topics will be required. Students will also read a contemporary novel, a work of drama, and one classic novel.

Unit:	Reading for Meaning: Understanding Purpose, Diction, and Main Ideas in Fictional Text
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	How does an author achieve his or her intended purpose in a work of fiction? How can text be decided to enhance comprehension of word choice and main ideas?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/ Activities	Instructional Materials	Assessments
<p>Major Topic(s):</p> <p>To Kill a Mockingbird Part One by Harper Lee</p> <p>6 weeks</p>	<p>Literacy Standards:</p> <p>L.F.1.1: Use appropriate strategies to analyze an author's purpose and how it's achieved in literature.</p> <p>L.F.1.2: Use appropriate strategies to clarify meaning of vocabulary in literature.</p> <p>L.F. 1.3: Use appropriate strategies to comprehend literature during the reading process - main ideas, relevant details, summary writing.</p> <p>Literary Studies:</p> <p>L.F. 2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements:</p> <ul style="list-style-type: none"> -Character - Setting - Plot 	<p>Sadlier Words - Vocabulary Book E</p>	<p>Analyze itinerary technique in text and film</p> <p>Compose an analytical summary of key passages emphasizing character and plot.</p> <p>Analysis of author's purpose as it emerges in a text. Connection to character and plot.</p>	<p>Print Text</p> <p>Film/Audio Media and Adaptations</p> <p>Computer Projection</p> <p>CANVAS/LMS system</p>	<p>Progress Learning Assessments: Those assignments pertaining to the assigned standards and anchors</p> <p>Formative Assessments: Writing-based prompts with emphasis in this unit and main ideas, details, plot, character, setting, and word choice.</p> <p>Comprehension-based quizzes connected to assigned anchors and standards.</p> <p>Summative - conclusion of next unit</p>

Unit:	Reading for Meaning: Understanding Theme, Style, Mood, and Point of View in Fictional Works
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	How do major themes develop over the course of a novel-length text? How does point of view impact narration?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/ Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>To Kill a Mockingbird Part Two by Harper Lee</p>	<p>Literacy standards: Reinforcement as needed of those anchors instructed during the first part of the novel.</p> <p>Literary Studies:</p> <p>L.F. 2.3: Use appropriate strategies to compare, analyze and evaluate literary elements: Theme, tone, style, mood, point of view</p>	<p>Sadlier Level E.</p> <p>Other: Theme, Mood, Tone, Point of View, Style, Purpose, Conflict</p>	<p>Analyze literary technique in text and film</p> <p>Character analysis - usage of minor characters: i.e Boo Radley</p>	<p>Print Text</p> <p>Film/Audio media and adaptations</p> <p>Other cross-text connections for Honors level - teacher generated based on differentiated needs of student.</p> <p>CANVAS/LMS System</p>	<p>Progress Learning Assessments of assigned anchors</p> <p>Formative assessments: Writing-based prompts with emphasis in this unit and main ideas, details, plot, character, setting, and word choice.</p> <p>Summative assessments: Short essay</p> <p>Exam on entire novel of TKAM</p>

Unit:	Digging deeper into Novel-length Fiction: Reading to Understand Literary Elements
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	How are character relationships developed over a text and how do these impact theme development?> What is the role of literary devices - i.e symbol and metaphor - in developing meaning

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Major Topics:</p> <p>As needed by differentiation:</p> <p><i>Hobbit</i></p> <p><i>1984</i></p> <p><i>Fahrenheit 451</i></p> <p><i>The Crucible</i></p> <p>Duration:</p> <p>6 weeks</p>	<p>Literacy Standards:</p> <p>L.F. 1.2.4: Draw conclusions about connotations of words.</p> <p>L.F. 1.2.2: Identify how the meaning of a word is changed when an affix is added - identify meaning of a word with an affix from a text.</p> <p>Literary Studies:</p> <p>L.F. 2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements.</p>	<p>Sadlier E</p> <p>Other:</p> <p>Symbol, motif, metaphor, simile, allusion, irony</p>	<p>Analyze literary technique in text and film</p> <p>Move beyond finding literary devices - explore impact of symbol, metaphor, motif, and the like on key passages and/or the text as a whole.</p> <p>Writing Workshops</p>	<p>Print Text</p> <p>Film/Audio Media and adaptations</p> <p>Sadlier books</p> <p>CANVAS/LMS system.</p>	<p>Progress Learning assessments pertaining to the assigned standards and anchors</p> <p>Formative Assessments:</p> <p>Writing-based prompts with emphasis on character relationships and development.</p> <p>Discussion-based prompts related to theme, symbol, and literary technique</p> <p>Summative Assessments:</p> <p>Exam on the novel.</p> <p>Essay on theme/technique</p>

Unit:	Analyzing and Interpreting Literature: A Focus on Poetry
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	Why was _____ written? How does the author’s use of poetic devices and figurative language enhance meaning and purpose?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Major Poets - Selected Works by William C Williams, Elizabeth Bishop, Robert Frost, et.al.</p> <p>Duration: 2-3 weeks Mini-lessons throughout the school year.</p>	<p>Literacy Standards: L.F. 1.1.1: Identify and/or analyze the author’s intended purpose</p> <p>L.F.1.1.2: Explain, describe, and analyze examples that support the author’s intended purpose.</p> <p>Literary Studies: L.F. 2.1.1: Make inferences and/or draw conclusions based on analysis of text.</p> <p>L.F. 2.1.2: Cite evidence to support generalizations</p> <p>L.F. 2.2: Compare, analyze, and evaluate literary forms: characteristics, influence on meaning, connections between texts.</p>	<p>Sadlier E</p> <p>Other: Analyze, interpret, evaluate, explicate, poetry, poetic language/devices, stanza, literary form, and figurative language</p>	<p>Reinforcement of literacy skills including diction and main ideas.</p> <p>Independent reading of works written by these authors but not covered during class time</p> <p>Writing of an original poem in the author’s style.</p> <p>Analysis of poetic form and how it relates to meaning.</p>	<p>Print text</p> <p>Projection for notes and explication</p> <p>CANVAS /LMS</p>	<p>Formative Assessments: Poem/Poet-specific prompts and analytical discussion. Connection to other major texts/films/poems read during the course. Multiple-choice and open-ended prompts written in Keystone style.</p> <p>Purpose determinations.</p> <p>Summative assessments: short written analysis of each major author.</p> <p>Essay on theme/device</p>

Unit:	Applying Literary and Literacy Standards to Non-print Media
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions	How does conflict refine theme and character in fictional works?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Film Study based on a major work of literature</p> <p>Duration:</p> <p>2 Weeks</p>	<p>Literacy Standards: CC.1.3.9-10A: Determine a theme or central idea of a text and analyze in detail its development over the course of a text including how it is shaped by specific details.</p> <p>Literary Studies:</p> <p>L.F. 2.2: Use appropriate strategies to compare, analyze, and evaluate literary elements: -theme, tone, style, mood, point of view, conflict, character, plot</p>	<p>Media/Media Literacy</p> <p>Internal conflict</p> <p>External conflict</p> <p>Plot arc - exposition, rising action, climax, falling action, resolution, mise en scene.</p> <p>Sadlier Vocab</p> <p>Literary terms</p>	<p>Analyze literary technique in text and film</p> <p>Film viewing and scene analysis</p>	<p>Print Text</p> <p>Film/Audio media and adaptations</p> <p>CANVAS/LMS</p>	<p>Formative Assessments: Discussion prompts generated by teacher</p> <p>Short multiple-choice items connecting to relevant standards and anchors</p> <p>Summative Assessments: Film evaluation - not only opinion piece but commentary on presentation and development of major themes. Highlight use of external and internal conflict.</p>

Unit:	Media Literacy in Nonfiction Text
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	How are nonfiction events manipulated in different accounts of the events?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocab	Mini-Lessons/Activity	Instructional Materials	Assessments
<p>Major Topic:</p> <p>Opioid Diaries And assorted nonfiction articles including The Race to Save Apollo 13.</p>	<p>L.N.1.3: Use appropriate strategies to comprehend literature during the reading process - main ideas, relevant details.</p> <p>L.N.1.3.3: Analyze the interrelationship of ideas and events in a text to determine how one idea or event may interact and influence another</p> <p>Literary Studies: L.N.2.3: Use appropriate strategies to compare, analyze, and evaluate literary forms.</p> <p>CC.1.2.9-10G: Analyze various accounts of a subject told in different mediums - i.e. print and [film]. Determine what is emphasized in each.</p>	<p>Sadlier E</p> <p>Literary Terms</p> <p>Keystone Terms</p>	<p>Analyze literary technique in text and film.</p> <p>Film viewing with guided questions</p> <p>T chart - text vs film.</p>	<p>Print Text</p> <p>Film/audio media and adaptations</p> <p>Textbook Anthology</p> <p>CANVAS/LMS system</p>	<p>Progress Learning assessments pertaining to the assigned standards and anchors.</p> <p>Formative Assessments: Guided prompts and questions from the textbook.</p> <p>Keystone-style multiple choice for targeted passages</p> <p>Summative Assessments: Evaluation of the depiction of nonfiction events in film with the print text.</p>

Unit:	Reading for Meaning in Dramatic Form
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	What strategies are used to better understand the reading and viewing and drama version those used when reading traditional prose?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons /Activities	Instructional Materials	Assessments
<p>Major Topics: <i>Julius Caesar</i> by William Shakespeare</p> <p>Duration: 2 weeks</p>	<p>Literacy Standards: CC.1.3.9-10F: Analyze how words and phrases shape meaning and tone in texts. CC.1.3.9-10E: Analyze how an author's choices concerning structure and ordering events create an effect.</p> <p>Literary Studies: L.F.2.5.3: Identify and analyze how stage directions, monologue, dialogue, soliloquy, and dialect support dramatic script L.F.2.4.1: Interpret and analyze works from a variety of genres for literary, historical, and/or cultural significance</p>	<p>Sadlier E. Other: Historical Context and related terms gleaned from study</p> <p>Dialogue, drama, monologue, soliloquy, stage direction, author's choice, script, genre, crucible, theme</p>	<p>Analyze literary technique in text and film</p> <p>Historical context exploration</p> <p>Targeted passage analysis</p> <p>Oral recitation</p> <p>Interpret/Analyze word choice</p>	<p>Print Text</p> <p>Film/audio media and adaptation</p> <p>Web-based articles regarding history surrounding the play</p> <p>Projection</p> <p>CANVAS/LMS</p> <p>Analysis of major themes including: justice, reputation, jealousy</p>	<p>Progress Learning assessments pertaining to the assigned standards and anchors.</p> <p>Formative assessments: Multiple choice items pertaining to assigned standards and anchors.</p> <p>Summative assessments: exam based on the text. Theme analysis assignment (teacher formatted and designed)</p>

Unit:	Reading for meaning in dramatic form
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Question:	How do poetry and short fiction compare and contrast in creating meaning for the reader? How does each express key ideas and themes?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Short Fiction / Poem Pairing based on common themes/devices Duration 1 week</p>	<p>Literacy Standards:</p> <p>L.F.1.3: Use appropriate strategies to comprehend literature during the reading process - main ideas, relevant details, summary writing</p> <p>Literary Studies:</p> <p>L.F.2.3: Use appropriate strategies to compare, analyze, and evaluate literary elements: character, setting, plot, theme Writing Workshop: Defensible claims Supporting Evidence,</p>	<p>Sadlier E</p> <p>Connections</p> <p>Theme</p> <p>Dialogue</p> <p>Poetic Form</p> <p>Diction/Word Choice</p>	<p>Analyze literary technique in text and film</p> <p>Compare and contrast short fiction and poetry</p>	<p>Print Text</p> <p>Film/audio media and adaptations</p>	<p>Formative Assessments:</p> <p>Unit is short and will be used as a check-in for reading comprehension</p> <p>Keystone style multiple choice and open ended prompt - compare/contrast meaning between literary forms of the works</p>

	In-text citations, Works Cited				
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Unit:	Enhancing Literacy Through Grade-level Short Fiction (Differentiated Unit)
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions	What strategies can be used to successfully decode grade level texts?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics: Anthology stories which may include: Harrison Bergeron, Shoofly Pie, Searching for Summer, To Build a Fire, Possibility of Evil, the Interlopers.</p> <p>Duration: 2-3-weeks Varies based on student needs</p>	<p>Literacy Standards: To be differentiated by the teacher based on data and needs.</p> <p>Literary Studies: To be differentiated by the teacher based on data and needs</p> <p>Writing Workshop: Defensible claims Supporting</p>	Sadlier E	Analyze literary technique in text and film	Print Text Film/audio media and adaptations	<p>Progress Learning remedial or enrichment assessments chosen by the teacher.</p> <p>Formative assessments: Quizzes created to reinforce instruction</p> <p>Keystone-style multiple choice and open ended prompts</p>

	Evidence, In-text citations, Works Cited				
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Unit:	Enhancing Literacy and Writing Through Grade-level Nonfiction (differentiated Unit)
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions	How is the author's purpose successfully analyzed in grade level nonfiction? What elements and techniques unique to nonfiction enhance meaning?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
<p>Major Topics:</p> <p>Anthology short stories</p> <p>Duration: Varies based on need</p>	<p>Writing: Selections made from PA CC standards for writing grades 9-10 (higher for honors differentiation)</p>	<p>Sadlier E</p> <p>Other: Argument, Persuasion, Exposition, Writing Process</p>	<p>Analyze literary technique in text and film</p> <p>Argument vs persuasion compare and contrast</p> <p>Writing Workshops: nonfiction writing</p> <p>Peer Review</p>	<p>Print Text Film/audio media and adaptations</p> <p>Grammar/writing exercises</p> <p>CANVAS</p>	<p>Progress Learning assessments.</p> <p>Formative Assessments: Short writing prompts, persuasion, argument, exposition.</p> <p>Teacher who changed my life response</p>

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Unit:	Deep Analysis of Text Using Contemporary Fiction
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
Major Topics: Independent Novel Project Duration - 7 weeks	Literacy Standards” L.F.1.3: USe appropriate strategies to comprehend literature during the reading process - main ideas, relevant details, summary writing. Literary Studies: L.F. 2.3: USe appropriate strategies	Sadlier E	Analyze literary technique in text and film Compare film to text Study in emerging genres and movements in writing Use of Setting:	Print Text Film/Audio Media Adaptations CANVAS	Progress Learning: Use of assessments connected to targeted standards and anchors Formative Assessments: Quizzes and reading checks related to assigned standards.

	to compare, analyze, and evaluate literary elements: character, setting, plot, theme, mood, style, voice.		setting as symbol for character.		Setting Analysis prompt Summative Assessments: Exam on the text and film.
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Unit:	Differentiated Units: Targeting Student Needs Through Literacy, Literature, and Writing
Big Ideas:	Comprehension requires and enhances critical thinking and is constructed through the intentional interaction between reader and text.
Unit Essential Questions:	What strategies can be used to successfully decode grade level texts?

Concept and Pacing	Emphasis: Anchors and Standards	Key Vocabulary	Mini-Lessons/Activities	Instructional Materials	Assessments
Major Topics: As needed by differentiation: Hobbit 1984 Fahrenheit 451 Duration: 6 weeks per title	Literacy Standards: Standards and anchors to be differentiated by teachers based on data and needs. Literary Studies: Standards and anchors to be differentiated by teacher based on data and needs	Sadlier Textbook created vocab lists	Analyze literary technique in text and film Lessons will be designed using analysis of student assessment data and results	Print text Film/audio media and adaptations CANVAS	Progress Learning assessments - remedial and enrichment Formative Assessments: Created to reinforce instruction literacy and literary content. Keystone-style multiple choice and open ended

	<p>Writing: Selections made from PA Core standards for writing grades 9-10 (higher for honors-level differentiation)</p> <p>Writing Workshop: Defensible claims Supporting Evidence, In-text citations, Works Cited</p>				<p>prompts.</p> <p>Summative Assessments: Exams and/or prompts created by the teacher to assess differentiated needs of students.</p>
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