

Kent City High School Curriculum Map for: **English 10**

Duration	Unit Name/ Essential Questions & Vocab	Content & HSCE	Assessment	Literacy Activities	Skills
4 weeks	<p><u>Launching the Writer's Notebook</u></p> <p>1. What do I observe about the world I live in? 2. What insights about my world can I give voice to? 3. How can I use poetry to touch or influence readers? 4. What basic decisions used by contemporary poets will help me connect to a reader?</p> <p><u>Vocabulary:</u> connotation denotation figurative language image line line breaks memory non-judgmental response observation stanza white space</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>L.9-10.1b. Use various types of phrases and clauses to convey specific meanings and add variety and interest to writing or presentations.</p>	<p>Students will demonstrate their ability to identify various features in poetry.</p> <p>Students will create various features in their own poetry.</p> <p>Students will be tested on various poetry terms.</p>	<p>Students will read a variety of poems.</p> <p>Students will create a variety of poems that emulate model poems.</p> <p>Students will create their own unique poetry based on their own experiences.</p> <p>Students will evaluate their peers' writing in a non-judgmental manner.</p> <p>Students will write poems for a variety of purposes.</p> <p>Students will experiment with various line endings for poetry.</p> <p>Students will create revision plans using a repertoire of</p>	

		L.9-10.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.		decisions (sensory details, image, metaphor, simile, diction, repetition, line breaks).	
ongoing	<p><u>Independent Reading</u></p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What reading and thinking habits do I have or will I learn by stretching or extending my reading in autobiography, biography, or memoir? 2. What strategies and processes do I use to engage in reading to explore central ideas? 3. What are the basic elements and structures of autobiography, biography, and memoir? How are they the same? How are they unique? 4. How can I use knowledge about these elements and structures to enable me to engage in increasingly complex texts to identify an author's multiple purposes in a text? 	<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.2. 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>SL.9-10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Predict several ways you might change as a reader by reading and studying this genre.</p> <p>Provide specific evidence from your notebook and the text you are reading to explain how and why this change occurred.</p> <p>Write 2-3 paragraphs to state the insight, explain how the author connects details across the text to promote that central idea, and explain how the author uses a single element or structure of autobiography, biography, or memoir to establish the insight.</p>	<p>Close Reading</p> <p>Regular silent sustained reading in and outside of school</p> <p>Students will give book talks over some selections they have completed reading</p> <p>Students will self-assess their reading development and comprehension</p> <p>Students will actively engage in conversations with peers and/or the teacher about their novel selections.</p> <p>Students will complete one book talk each marking period.</p>	

	<u>Vocabulary:</u> autobiography biography central idea genre memoir reader identity textual evidence theme				
4 weeks	<p><u>Basics of Argumentation</u></p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What methods do films use to expose and portray various claims on a social issue? 2. What kinds of social issues seem to be most often portrayed in film? 3. Do films impact an individual or society? 4. Are films effective in the exposure or portrayal of a social issue? <p><u>Vocabulary:</u> audience context purpose</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.3. Analyze how the 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>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p>	<p>After reflecting on films that have persuaded or influenced you to think or act in a specific way, write 2-3 paragraphs that discuss the social issue in the film, state the impact the film made on the way you think about or act when faced with the social issue, and explain how the filmmaker, the actors, or the story influenced you.</p> <p>Write 2-3 paragraphs that state the claim and counterclaim the film exposes and evaluates how effectively the filmmaker, actors, or story influenced your thinking or actions around the issue.</p>	<p>Students will scan various articles to identify the claim and to identify the evidence to support it.</p> <p>Students will view films to summarize various sections and analyze how a character's dialogue supports a claim.</p> <p>Students will research and collect evidence to clarify the multiple stance/claims and develop a theory from the evidence.</p> <p>Students will revise their stance/claims as they gain multiple views of an argument.</p>	

		<p>W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims 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>W.9-10.1c. Use words, phrases, 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.</p> <p>W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.9-10.4. Produce clear and coherent writing in which the</p>	<p>Write a film review that discusses one social issue exposed in the film and evaluates how effectively the characters and events deal with this social issue. Be sure to support your position with evidence from the texts.</p>	<p>Writers will research relevant social issues to gather and determine multiple claims to anticipate the alternate views of readers.</p> <p>Writers will review notes or revisit the texts to organize the key points, evidence, and explanation. This work enables writers to develop a line of reasoning that connects the supporting data to the claim.</p>	
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		<p>development, organization, and style are appropriate to task, purpose, and audience</p> <p>SL.9-10.4. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>			
4 weeks	<p><u>Narrative Reading</u></p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What themes and narrative structures are universal? 2. How does point of view alter a universal theme in literature? 3. How does the culture of a country impact the point of view? 4. How does the universal concept of a hero change from one world culture to another? 5. What cultural values or views about heroism and gender roles impact the way authors write stories expressing the hero myth? <p><u>Vocabulary:</u> character development cultural point of view</p>	<p>RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL.9-10.3. 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>RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>RL.9-10.6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p>	<p>Students write several paragraphs to define the classic American Hero and identify the universal questions explored during the hero's journey. Students will support their definition with specific examples from the text.</p> <p>In a teacher-selected form, students will identify the ways stories from different countries use the universal structure and theme of the hero myth to explore universal human concerns. Identify which universal questions the authors explore and why they might emerge in literature</p>	<p>Students will read/watch two stories that portray the universal structure of the Hero's journey type of story.</p> <p>Students will trace a character's development throughout a Hero's journey type story.</p> <p>Students will identify the literary elements that affect the theme and character development.</p> <p>Students will compare the ways stories from different countries use the universal</p>	

	first-person point of view frame story hero archetypes historical context inference literary point of view literary genre and philosophy (existentialism, magical realism, surrealism) narrative structures scene thematic development third-person limited omniscient point of view third-person omniscient point of view universal themes	W.9-10.1b. Develop claim(s) and counterclaims 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. W.9-10.3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. L.9-10.1a. Use parallel structure	from a specific country and culture.	structure and theme of the hero myth to explore universal human concerns in a teacher selected form.	
4 weeks	<u>Literary Essay</u> <u>Essential Questions:</u> <ol style="list-style-type: none"> 1. In what ways does re-reading change our understanding of stories? 2. How do we read stories on multiple levels? 3. How do we find evidence to support a position? 4. How do we provide support for a position in a body paragraph? 5. How do readers find meaning beyond the plot? 6. How do literary essayists support a claim? 7. Which types of body paragraphs are most effective to support a claim? 	RL.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2. 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. RL.9-10.5. Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Identify which universal questions the authors explore and why they might emerge in literature from a specific country and culture. After reading a whole class novel or independent novel of your choice, write an extended-example paragraph and a connected-example paragraph that addresses the question and support your position with evidence from the texts.	Students will trace the plot events of a story. Students will trace the emotional development of characters in a story. Students will practice writing summaries of novels they have read and/or movies they have seen. Students will write their own claims which should be debatable,	

		<p>W.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p>	<p>Students reflect back upon what they have learned by writing their essays. They think about how these skills might transfer to other learning experiences.</p>	<p>supportable, and clear.</p> <p>Students will organize and evaluate evidence that supports the claims in their own writing.</p> <p>Students will write various types of body paragraphs (extended- example, connected-example, and literary device) to show how the theme is developed.</p> <p>Students will write insightful conclusions.</p> <p>Students will revise and edit writing carefully.</p>	
4 weeks	<p><u>Writing the Argument</u></p> <p><u>Essential Questions:</u></p> <ol style="list-style-type: none"> 1. What is the difference between an Op-Ed, column, and an editorial? 2. What qualities are necessary for an argument to be an Op-Ed? 3. Who usually is the writer of an Op-Ed? 4. Who can write an Op-Ed? 	<p>RI.9-10.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.9-10.3. Analyze how the 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>Write a brief statement of your opinion and a possible counter-opinion about this event or issue. Then list at least two reasons you have formed that opinion.</p> <p>In a brief reflection, state how the focus, controlling idea, and development of your</p>	<p>Define how writing blogs, op-eds, and editorials can impact the way a person lives in the world.</p> <p>Students will read and annotate an op-ed and write a summary.</p>	

	<p>5. Why would someone write an Op-Ed?</p> <p>6. Who is the audience of the Op-Ed?</p> <p>7. What types of evidence are valid for an Op-Ed?</p> <p>8. What is the difference between primary and secondary research?</p> <p>9. What purpose is served by each type of evidence?</p> <p>10. How do you develop a strong voice in an Op-Ed?</p> <p>11. How does a writer's audience influence style, voice, diction, and tone?</p> <p><u>Vocabulary:</u> audience call to action citation claim concluding statement counterclaim inference lead objective tone organization purpose relevant, sufficient evidence rhetorical strategies valid reasoning voice writing process</p>	<p>RI.9-10.8. Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p>W.9-10.1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>W.9-10.1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>W.9-10.1b. Develop claim(s) and counterclaims 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>W.9-10.1c. Use words, phrases, 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.</p>	<p>Op-ed piece support your argument.</p> <p>Trace the diction of your writing to show the explicit and implied bias. Revise accordingly to reduce bias and increase validity.</p> <p>Also, show how the focus, controlling idea, and development of your writing have improved with revision.</p>	<p>Track the language usage to identify the audience and bias of the writer.</p> <p>Students will use their writer's notebook to respond to various op-eds to engage more deeply with what they read.</p> <p>Students will carefully map a 12 hour time frame to see what issues could be developed into an op-ed.</p> <p>Students will conduct primary and secondary research to support their own opinions.</p> <p>Students will analyze various op-eds to understand the elements included and the line of reasoning.</p> <p>Students will experiment with various structures of</p>	
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		<p>W.9-10.1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>W.9-10.1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>W.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>W.9-10.7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>W.9-10.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>		<p>op-eds to determine their effectiveness.</p> <p>Students will design an essay structure using the Argumentative Elements Menu.</p> <p>Students will experiment with the of the primary and secondary evidence, claims, counterclaims, and warrants to maximize the argument.</p>	

4 weeks	<p><u>Phrases</u> <u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are the six types of phrases? • How can I use them to improve my writing? • How do phrases affect punctuation? <p><u>Academic Vocabulary:</u> Phrase, prepositional phrase, Adjective phrase, adverb phrase, verbal phrase, participle phrase, gerund phrase, infinitive phrase, appositive phrase.</p>	L1, L2, L3	<p>--Students will have quizzes over each type of phrase.</p> <p>--Students will create their own sentences demonstrating use of the various phrases.</p>	<p>--Students will view a powerpoint about phrases and see examples of each.</p> <p>--Students will create certain phrases as a part of their weekly vocabulary assignments.</p>	<p>--They will understand that sentence variety can be achieved through phrases.</p> <p>--They will gain a knowledge about the structure of the language.</p>
3 weeks	<p><u>Clauses</u> <u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What are independent clauses? • What are dependent/subordinate clauses? • How can I use clauses to improve my writing? • How do clauses affect punctuation? <p><u>Academic Vocabulary:</u> Clause, independent clause, dependent/subordinate clause, adjective clause, relative pronouns, adverb clause, subordinating conjunctions, noun clause, connective, simple sentence, compound sentence, complex sentence, compound-complex sentence</p>	L1, L2, L3	<p>--Students will have quizzes over each type of clause.</p> <p>--Student will create their own sentences demonstrating use of the various clauses.</p>	<p>--Students will view a powerpoint presentation about clauses.</p> <p>--Students will identify the use of clauses in their own writing.</p> <p>--Students will use clauses to create sentence variety.</p> <p>--Students will create certain clauses as a part of their weekly vocabulary assignments.</p>	<p>--They will understand that sentence variety can be achieved through clauses.</p> <p>--They will gain a knowledge about the structure of the language.</p>

1 week	<p><u>Parallelism</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is parallelism? • How can parallelism improve my writing? <p><u>Academic Vocabulary:</u> Parallelism</p>	W2, W4, W5, L1	<p>--Students will take quizzes for parallelism.</p> <p>--Student writing will be assessed for parallelism.</p>	<p>--Students will regularly discuss the “sentence of the day” for parallelism.</p> <p>--Students will revise their peer’s writing for proper parallelism.</p> <p>--Students will critically read works by famous authors for examples of parallelism.</p>	<p>--Students will gain an enhance understanding of the nuances of the language through parallelism.</p> <p>--Students will be able to create parallel writing.</p>
2 weeks	<p><u>Agreement</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What is subject-verb agreement? • What is pronoun-antecedent agreement? • What is an antecedent? • What is a collective noun? <p><u>Academic Vocabulary:</u> Subject, prep phrase, singular, plural, compound, collective noun, predicate nominative, antecedent</p>	W4, L1, L2	<p>--Students will be taking quizzes during the unit.</p> <p>--Student writing will be assessed for accurate agreement.</p>	<p>--Students will identify examples of poor agreement in writing.</p> <p>--Students will revise their own writing for accurate agreement.</p> <p>--Students will regularly discuss the “sentence of the day” for agreement</p>	<p>--Students will gain an enhance understanding of the nuances of the language through agreement.</p> <p>--Students will be able to create writing with accurate agreement.</p>
2 weeks	<p><u>Pronoun Usage</u></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is proper pronoun usage important? 	W4, L1, L2	--Students will take quizzes and tests for	--Students will revise their own writing for	--Students will gain revision skills through pronoun usage.

	<ul style="list-style-type: none"> • What does nominative mean? • What does objective mean? • What is incomplete construction? <p><u>Academic Vocabulary:</u> Personal pronoun, nominative, subjective, objective, possessive, compound, incomplete construction</p>		<p>proper pronoun usage.</p> <p>--Student writing will be assessed for accurate pronoun usage.</p>	<p>accurate pronoun usage.</p> <p>--Students will regularly discuss the "sentence of the day" for pronoun usage.</p>	<p>--Students will create writing with accurate pronoun usage.</p>
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