

**Trinity Area School District
Template for Curriculum Mapping**

<p>Course: English 10 Honors Grade: 10 Designer(s): THS English Department</p>	<p>Overview of Course:</p> <p>This area of study is for highly motivated college bound students who will analyze, evaluate, and synthesize novels, poetry, and short stories. Selections may include <i>A Midsummer Night's Dream</i>, <i>A Raisin in the Sun</i>, <i>The Chosen</i>, <i>The Kite Runner</i>, <i>The Good Earth</i>, <i>October Sky</i>, <i>Our Town</i>, <i>To Kill A Mockingbird</i>, <i>Bless Me, Ultima</i>, and <i>Twelfth Night</i>. Critical and creative thinking and writing, speaking skills, vocabulary enrichment, Keystone Exam and SAT practice, technology projects, and MLA research methods will be utilized in this course. Students will be required to complete a mandatory persuasive research project. Literature circles and independent text-response notes will be implemented to encourage lively discussions and critical thinking. Independent reading and active class participation will be an integral part of the course.</p>
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Overarching Big Ideas, Enduring Understandings, and Essential Questions

Big Idea	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)
Culture	(please see below)	<p>Cultural beliefs and values shape a person's social development and attitudes.</p> <p>Literature is both a source and an expression of cultural identity.</p>	How does culture shape our values and beliefs?
Aging/Maturity	(please see below)	Coming of age literature reveals universal challenges that shape who we are.	<p>What other factors besides age determine maturity?</p> <p>What are the defining characteristics of childhood, adolescence, and adulthood?</p>
Identity	(please see below)	Personal identity is derived from education, material possessions, socioeconomic status, ethnic/cultural heritage, and personal experience.	How do you define personal identity?
Courage	(please see below)	Moral courage is necessary for individuals to recognize and confront social injustice.	<p>What is real courage?</p> <p>How can an individual attempt social change?</p>
Expression/Communication	(please see below)	All reading, writing, and speaking centers around audience and the desired effect on that audience.	How do communication skills contribute to one's ability to read, write, listen, and speak more effectively?
Change	(please see below)	The human spirit has the power to adapt in the face of cultural and global change.	What does change and the ability/inability to cope with change reveal about human nature in life?

Big Ideas, Enduring Understandings, and Essential Questions Per Unit of Study
 (This is a *tentative* order of unit study depending on the pacing and needs of each class)

Month of Instruction	Title of Unit	Big Idea(s)	Standard(s) Addressed	Enduring Understanding(s)	Essential Question(s)	Common Assessment(s)*	Common Resource(s)* Used
August-September	Grammar and Writing Enrichment	Communication Craft Patterns	<p>CC.1.4.9-10.E Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> Use precise language and domain-specific vocabulary to manage the complexity of the topic. Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. Establish and maintain a formal style. <p>CC.1.4.9-10.F Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.</p>	<p>Language is a system of discrete patterns and symbols, including words, letters, grammar, and syntax.</p> <p>Ideas are communicated in figurative and complex ways.</p> <p>Tone, mood, and voice enhance the subjective experience of language.</p> <p>All reading, writing, and speaking centers around audience and the desired effect on that audience.</p>	<p>How do errors in usage, mechanics, spelling, punctuation, and capitalization affect communication?</p> <p>How does the appropriate use of mechanics, sentence structure and spelling make writing credible?</p> <p>How do you determine when to use informal and formal language?</p> <p>How is grammar important to successful communication with other people?</p>	<p>Quizzes</p> <p>Exercises</p>	<p>SAT Practice and Grammar Review focusing on:</p> <ul style="list-style-type: none"> Misplaced modifiers Subject/verb agreement Pronoun usage Idioms Who/Whom Infinitives Gerunds Tense: Simple Past and Past Participle Misuse of adjective and adverb Comma Usage Semi-colon Usage <p>Interactive Flipcharts</p>

September	<i>The Kite Runner</i> by Khaled Hosseini	<p>Redemption</p> <p>Relationships</p> <p>Politics/Society</p> <p>Betrayal</p> <p>War</p> <p>Sacrifice</p> <p>Culture</p> <p>Religion</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.1.3.9-10.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>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p>	<p>The environment, education, religion, and experiences of an individual impact a person's perception of society.</p> <p>Historical, social, and personal events directly influence the work of writers.</p> <p>Redemption is possible if one is willing to make personal sacrifices, and many times, if one is willing to face harsh truths and make difficult decisions.</p> <p>Literature provokes a discussion of fate and/or the consequences of choice.</p> <p>Humans recognize their history and future as they struggle to develop a civilized existence.</p>	<p>What does change and the ability/inability to cope with change reveal about human nature in life?</p> <p>How do people find moral, emotional, and physical courage for survival?</p> <p>What personal strengths enhance one's chances of survival?</p> <p>How do our choices and sacrifices affect outcomes for ourselves and others?</p> <p>What role does war, culture, race, and family history play in personal identity?</p>	<p>Formal Assessment: Unit Test</p> <p>Quizzes</p> <p>Literary Newscast Group Project</p> <p>Collins Writing</p>	<p>Topic Tracking charts/Text Response notes</p> <p>Author/Historical Background PowerPoint Presentation</p> <p>Informative Text selections</p> <p>Graphic Organizers</p> <p>Literary Newscast Project with rubric</p>
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			<p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.4.9-10.M Write narratives to develop real or imagined experiences or events.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
October	<i>A Midsummer Night's Dream</i> by William Shakespeare Unit Study	Identity Comedy Love	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on</p>	<p>Shakespeare has an enduring influence on language and classical and popular culture.</p> <p>Character/identity confusion is a staple of Shakespearean comedy.</p> <p>Shakespeare's themes are human themes that go beyond time and culture.</p> <p>Imagination reaches beyond the limits of reality.</p> <p>Love is complex and manifests itself in many different forms.</p>	<p>How did the era in which Shakespeare lived influence and reflect his writing?</p> <p>How has Shakespeare's work influenced our time?</p> <p>How can reading about imaginative worlds deepen our understanding of the real world?</p> <p>Is there a connection between Shakespearean and present day comedy?</p>	<p>Formal Assessment: Unit Test</p> <p>Quizzes</p> <p>Frozen Moment Group Project</p> <p>Collins Writing</p>	<p>Shakespeare's Life and Times PowerPoint Presentation</p> <p>Clip from <i>Shakespeare in Love</i> (1998) to illustrate typical Globe Theatre performances in terms of audience, costumes, and staging</p> <p>Frozen Moment Project and Rubric</p> <p>Study Guides per Act</p> <p>Graphic Organizers</p>

			<p>an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.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>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p>	<p>Elizabethan drama reflects the social, political, and cultural beliefs of the period.</p>	<p>What are different types of love?</p> <p>What tools can the individual use to judge the difference, or draw a line between, illusion and reality?</p> <p>What are the potential conflicts when one person's reality is another person's illusion?</p> <p>How does a person's concept of reality shape his or her identity?</p>		<p><i>A Midsummer Night's Dream</i> (1999) DVD</p>
<p>October - November</p>	<p><i>October Sky</i> by Homer Hickam, Jr.</p>	<p>Community</p> <p>Dreams</p> <p>Environment</p> <p>Maturity</p> <p>Sacrifice</p> <p>Belonging</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.B Cite strong and thorough textual evidence to support</p>	<p>Belief systems affect relationships.</p> <p>The socioeconomic status, geography, and industry of a particular locale influence our perceptions.</p> <p>Nurturing parent/child relationships involve empathy and respect.</p> <p>Environment and experience continuously influence self-discovery.</p>	<p>How does family play a role in shaping our values and beliefs?</p> <p>When a person's individual choices are in direct conflict with his/her society, what are the consequences?</p> <p>How does conflict influence an individual's decisions and actions?</p>	<p>Writing Prompt: Passion Topic</p> <p>Formal Assessment: Unit Essay Test</p> <p>Quizzes</p> <p>Collins Writing</p>	<p>Topic Tracking Notes</p> <p>Related Informative Texts: "Rocket Boy: An Interview with Homer Hickam, Jr." by Tod Olson</p> <p>"Remembering with Homer Hickam, Jr." by Katie Struckel</p> <p>NASA/Sputnik related article - TBA</p>

		<p>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.1.3.9-10.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>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>		<p>What is community and what are the individual's responsibility to the community as well as the community's responsibility to the individual?</p> <p>What turning points determine our individual pathways to adulthood?</p> <p>In the face of adversity, what causes some individuals to prevail while others fail?</p> <p>What are the boundaries of love and sacrifice and where does one draw the line between them?</p>		<p><i>October Sky</i> (1999) DVD</p>
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December	Short Story Unit	<p>Culture</p> <p>Dreams</p> <p>Diversity</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.1.3.9-10.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>CC.1.4.9-10.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>Historical, social, cultural, and personal events directly influence an author's work.</p> <p>Short stories invite readers to explore the human experience across cultures and throughout history.</p> <p>The American dream differs for each person based on his/her wants or needs.</p> <p>Authors employ specific literary devices to elicit reader reactions.</p>	<p>Why is it important for people and cultures to construct narratives about their experience?</p> <p>Are there universal themes in literature that are of interest or concern to all cultures and societies?</p> <p>How are the themes and subjects of short stories relevant to our lives?</p> <p>How do authors use the resources of language to impact an audience?</p>	<p>Short Story Small Group Project & Presentations</p> <p>Quizzes</p> <p>Collins Writing</p>	<p>Electronic Databases:</p> <ul style="list-style-type: none"> • Gale – Discovering Collection, Virtual Reference Library, Literature Resource Center • eLibrary – ProQuest: Literature <p>Selections include but are not limited to the following:</p> <ul style="list-style-type: none"> • “Paul’s Case” by Willa Cather • “The Yellow Wallpaper” by Charlotte Perkins Gilman • “The Chrysanthemums” by John Steinbeck • “Two Kinds” by Amy Tan • “Everyday Use” by Alice Walker • “A Worn Path” by Eudora Welty • “A&P” by John Updike <p>Short Story Project Guidelines handout with rubric</p>
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			<p>CC.1.4.9-10.U Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p>				
January	<i>A Raisin in the Sun</i> by Lorraine Hansberry Novel Study	<p>Values</p> <p>Perspective</p> <p>Identity</p> <p>Dreams</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order</p>	<p>Great literature addresses universal human desires, needs, problems or fears which transcend time or culture.</p> <p>Students will understand the role that theater has played in the development of the American literary canon as well as the use of social commentary in the written form.</p> <p>Our dreams and visions can determine our future.</p> <p>Literature can be used to inspire change and critique society.</p>	<p>Can a play change someone's beliefs about the world?</p> <p>How do universal themes present themselves in varying time periods?</p> <p>How does maturation affect people's understanding of the world?</p> <p>How does a piece of literature reflect the values of a culture that produced it?</p> <p>How do you define personal identity?</p>	<p>Formal Assessment: Unit Test</p> <p>Quizzes</p> <p>Collins Writing</p>	<p>Topic Tracking Charts</p> <p><i>A Raisin in the Sun</i> (1961) DVD</p> <p>Related Informative Texts:</p> <ul style="list-style-type: none"> • "The Black Laws" by B.W. Arnett • "Saving the Race" by Thurgood Marshall • Patricia Marx interview with Lorraine Hansberry • Audio • "Running from Racists" by Suzanne Seixas • "What is Africa to Me?- A Question of Identity" by Pauli Murray

			<p>events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>	<p>Personal identity is derived from education, material possessions, socioeconomic status, ethnic/cultural heritage, and personal experience.</p> <p>In a diverse American society, people are in conflict between conserving a native cultural identity and assimilating into a unified cultural identity.</p>			
February	Pro/Con Persuasive Research Unit	<p>Communication</p> <p>Inquiry</p> <p>Reflection</p>	<p>C.1.4.9-10.G Write arguments to support claims in an analysis of substantive topics</p> <p>CC.1.4.9-10.H Write with a sharp distinct focus identifying topic, task, and audience.</p> <p>CC.1.4.9-10.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</p>	<p>Knowledge and ideas are developed by exploring and evaluating multiple sources to gain quality information and create perspective to form an argument.</p> <p>Effective research is driven by complex questions and personal interest, not predetermined answers.</p> <p>Effective researchers evaluate sources for content, credibility, relevance, and effectiveness.</p>	<p>How do writers effectively gain their audience's attention and persuade an audience to accept their viewpoint?</p> <p>In what ways will the research process help in other classes and in the real world?</p> <p>What impact does being able to synthesize, analyze, and evaluate informational texts have on a person's understanding of a complex topic?</p> <p>How do writers of informational texts</p>	<p>Introduction Rough Draft</p> <p>Works Cited Rough Draft</p> <p>Rough Draft Peer Editing</p> <p>Pro/Con Research Paper</p>	<p>Sample student paper on Nuclear Weapons as model</p> <p>Unit Handouts:</p> <ul style="list-style-type: none"> • Pro/Con Topic List • Analysis of a Pro/Con Sample Paper • Pro/Con Library Source Checklist • Overview of a Pro/Con Introduction • Step-by-Step MLA Citation Guide • Note Card Format • In-Text Citation Format

		<p>audience’s knowledge level and concerns.</p> <p>CC.1.4.9-10.J Create organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence; 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; provide a concluding statement or section that follows from and supports the argument presented.</p> <p>C.1.4.9-10.K Write with an awareness of the stylistic aspects of composition.</p> <ul style="list-style-type: none"> • Use precise language and domain-specific vocabulary to manage the complexity of the topic. • Establish and maintain a formal style and objective tone while attending to the norms of the discipline in which they are writing. 	<p>Effective researchers organize and present information with their audiences in mind.</p> <p>Oral and research-based written communication can be powerful persuasive tools.</p>	<p>use examples and evidence effectively to convince a reader of their claim?</p> <p>How can one evaluate claims made in informational texts and reconcile competing claims from multiple sources?</p> <p>How does application of appropriate conventions and documentation lend credibility to research writing?</p>		<ul style="list-style-type: none"> • Rough Draft Editing Guide <p>Databases:</p> <ul style="list-style-type: none"> • Facts on File: Issues and Controversies • Gale: Opposing Viewpoints in Context • eLibrary: Curriculum Edition • SIRS: Leading Issues • EBSCO: Points of View
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			<ul style="list-style-type: none"> Establish and maintain a formal style. <p>CC.1.4.9-10.L Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>				
March	<i>To Kill A Mockingbird</i> by Harper Lee Novel Study	<p>Tolerance</p> <p>Perspective</p> <p>Courage</p> <p>Heroism</p> <p>Integrity</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.1.3.9-10.C Analyze how complex characters develop over the course of a text, interact with other characters, and</p>	<p>Tolerance grows out of self-understanding and a respect for others.</p> <p>Everyday heroes are people who stand up for what they believe is right even though it goes against what is popular or dictated by society.</p> <p>The effects of discrimination, injustice, and man's inhumanity toward man are deep and long lasting on individual perceptions and societies.</p> <p>Good and evil can coexist within settings, societies, events, and individuals.</p> <p>Developing empathy and seeing things from others' perspectives helps us make morally sound choices in life.</p>	<p>What are the relationships between fear, courage, respect and tolerance?</p> <p>What are the characteristics and classifications of a hero?</p> <p>How does one develop one's own moral code through awareness and empathy?</p> <p>How can prejudice, misunderstanding, ignorance, and superstition lead to injustice?</p> <p>What is real courage?</p>	Collins Writing	<p>Topic Tracking Charts</p> <p>Historical Background Group Projects</p> <p><i>To Kill A Mockingbird</i> (1962) DVD</p> <p>Related Informative Texts: Scottsboro Trial Transcript and Jim Crow resources from Library of Congress website (loc.gov)</p>

			<p>advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> <p>C C.1.3.9-10.K Read and comprehend literary fiction on grade level, reading independently and proficiently.</p> <p>CC.1.5.9-10.A Initiate and participate effectively in a range of collaborative discussions on grades level topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>				
April	Pro/Con Speeches	Interaction Expression Effect	<p>C C.1.5.9-10.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.1.5.9-10.E</p>	<p>Effective speakers adapt their style and content to align with their purpose and audience.</p> <p>Effective speakers develop their arguments through careful employment of specific techniques.</p> <p>Persuasive speeches are not limited to changing ideas but to provoking action to</p>	<p>Why is it essential to supplement personal conjecture with well-supported evidence?</p> <p>How do pacing, volume, inflection, eye contact, and posture affect the success of an oral presentation?</p> <p>What obstacles does a speaker have to overcome in order to</p>	Oral Presentation Rubric	Pro/Con Speech rubric

			<p>Adapt speech to a variety of contexts and tasks.</p> <p>CC.1.5.9-10.F Make strategic use of digital media in presentations to add interest and enhance understanding of findings, reasoning, and evidence.</p> <p>C C.1.5.9-10.G Demonstrate command of the conventions of standard English when speaking based on grade 9-10 level and content.</p>	instill these ideas.	<p>persuade an audience?</p> <p>How does awareness of audience shape a speech?</p> <p>How does a great speaker balance intellectual and emotional appeal to create an effective speech?</p> <p>How do a speaker's qualifications or credibility influence the persuasiveness of a speech?</p>		
April	Poetry Unit	Expression Connection	<p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>CC.1.3.9-10.D Determine an author's particular point of view and analyze how rhetoric advances the point of view.</p> <p>CC.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p>	<p>Poets share feelings, experiences, or thoughts through well-chosen words, formats, voice, techniques, and poetic elements in order to express the human condition and connect with the reader's life.</p> <p>Poetry can achieve a great deal in terms of feeling, emotion, and description in a concise way.</p> <p>Poems are read for pleasure, instruction, and enlightenment.</p>	<p>What is poetry?</p> <p>What poetic devices and structures deepen our understanding of poetry?</p> <p>How does a reader identify, respond to, analyze, and compare the elements of poetry?</p> <p>How does writing poetry help us better understand ourselves and the world to make our lives more meaningful?</p>	<p>Formal Assessment</p> <p>Personal Poetry Portfolio of original works</p> <p>Writing Prompt: Poetry Analysis</p> <p>Collins Writing</p>	<p>"What is Poetry" clip from <i>Dead Poet's Society</i> (1989)</p> <p>TP-CASTT - Advanced Placement Poem Analysis Method</p> <p>Handouts:</p> <ul style="list-style-type: none"> • Haiku and Sijo • Photograph Poem • Ekphrastic Poetry • Sestina • Concrete Poetry • Poetic Art <p>Selected Titles:</p> <ul style="list-style-type: none"> • "Stopping by Woods on a Snowy Evening" by Robert Frost

			<p>C C.1.3.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>C C.1.3.9-10.J Demonstrate understanding across content areas within grade appropriate level texts of figurative language, word relationships, and the shades of meaning among related words.</p> <p>CC.1.4.9-10.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, and/or characters.</p>				<ul style="list-style-type: none"> • “Miss Rosie” by Lucille Clifton • “Loveliest of Trees” by A.E. Housman • “Sea Fever” by John Masefield • “George Gray” by Edgar Lee Masters • “My Papa’s Waltz” by Theodore Roethke • “Those Winter Sunday’s” by Robert Hayden • “To An Athlete Dying Young” by A.E. Housman • “Ex-Basketball Player” by John Updike
May	<i>Bless Me, Ultima</i> by Rudolfo Anaya Novel Study	Culture Family Identity	<p>CC.1.3.9-10.A 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</p>	<p>Literature is both a source and an expression of cultural identity.</p> <p>The study of literature facilitates an understanding of cultural diversity.</p>	<p>How do family beliefs and morals play a factor in finding one’s own individuality?</p> <p>Can someone’s culture evolve or change with history or experience?</p> <p>What can we learn about ourselves and</p>	Collins Writing	<p>Author/Magical Realism Genre/ Historical Context Overview PowerPoint</p> <p>Video: Interview with Rudolfo Anaya from united streaming</p>

		<p>objective summary of the text.</p> <p>CC.1.3.9-10.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.1.3.9-10.E 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.1.2.9-10.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> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.G Analyze various accounts of a subject told in different mediums (e.g., a person's life story in</p>	<p>The relationships of parents and children portrayed in literature can help us explore our own relationships with influential people in our lives.</p> <p>Man and society often experience a tension or conflict between spiritual and secular values.</p> <p>Moral and ethical dilemmas motivate the search for self-actualization.</p> <p>Personal identity is derived from education, material possessions, socioeconomic status, ethnic/cultural heritage, and personal experience.</p> <p>Cultural beliefs and values shape a person's social development and attitudes.</p>	<p>others from reading texts from other cultures?</p> <p>How does the parent-child relationship shape our identities and determine our individual paths to adulthood?</p> <p>In what ways can societal and cultural norms conflict with spiritual values?</p> <p>To what extent are beliefs and values influenced by society?</p> <p>What is the relationship between independence and self-identity?</p> <p>How are insight, maturity, understanding, and integrity not always related to age, social standing, or formal education?</p> <p>How do individuals reconcile competing belief systems within a given society?</p> <p>What role or purpose does religion / spirituality serve in a culture?</p>	<p>Related Informative Texts:</p> <ul style="list-style-type: none"> • "A Very Old Man With Enormous Wings" by Garcia Marquez • "Two Words" or another related short story selection by Isabel Allende <p>Poem "Abuelito Who" by Sandra Cisneros</p>
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			<p>both print and multimedia), determining which details are emphasized in each account.</p> <p>CC.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently and proficiently.</p>		<p>What can we learn from different generations?</p>		
<p>May-June or earlier (if time permits)</p>	<p>Night by Elie Wiesel Novel Study</p>	<p>Humanity</p> <p>Justice</p> <p>Integrity</p> <p>Courage</p>	<p>CC.1.3.9-10.A 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.</p> <p>CC.1.3.9-10.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.1.3.9-10.E Analyze how an author's choices concerning how to structure a text, order events within it and</p>	<p>Humans have the power to endure tremendous hardship and fight for justice against seemingly insurmountable odds.</p> <p>Humans are capable of reaching great heights as well as great depths.</p> <p>The human rights violations (and resistance) during the Holocaust help us to understand the extreme brutality and profound goodness that are part of us as human beings.</p> <p>Moral courage is necessary for individuals to recognize and confront social injustice.</p>	<p>How do human beings respond to adversity? How does adversity change them?</p> <p>How do individuals respond to an unjust society/inhumanity?</p> <p>What does it mean to be human?</p> <p>How does suffering lead to dehumanization?</p> <p>Are human beings inherently evil?</p> <p>What responsibility does society have to preserve the dignity of its members?</p> <p>How do the effects of human cruelty impact those left behind (survivors)?</p> <p>How can literature "fight" prejudice and social injustice?</p>	<p>Genocide Digital Project</p> <p>Holocaust Overview Presentation</p> <p>Literary Analysis Prompt</p> <p>Found Poem</p>	<p>DVD: Oprah Winfrey and Elie Wiesel at the Auschwitz Death Camp</p> <p>Holocaust Museum website</p> <p>"The Last Nazi Hunter" by Ralph Blumenthal</p> <p>"A Tattoo to Remember" by Jodi Rudoren</p> <p>Informative supplemental texts</p> <p>Selected poems about the Holocaust</p>

			<p>manipulate time create an effect.</p> <p>CC.1.2.9-10.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> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.2.9-10.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.1.2.9-10.L Read and comprehend literary non-fiction and informational text on grade level, reading independently</p>		What is real courage?		
Monthly	Vocabulary/ PSAT Enrichment	Expression Communication	<p>CC.1.2.9-10.K Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade level reading and content, choosing</p>	<p>Words are composed of parts that help us understand their meanings.</p> <p>How a word or phrase is used determines its meaning.</p>	<p>How do word parts and context help us understand meaning?</p> <p>Where does the vocabulary we use originate from, (Latin, German, etc.) and what is the</p>	<p>Exercises – two lessons studied at a time</p> <p>Formal Assessments</p>	<p><i>Vocabulary Power Plus for the New SAT Level Blue</i></p> <p>Reading Apprenticeship strategies – Talk to the Text</p>

		<p>flexibly from a range of strategies and tools.</p> <p>CC.1.2.9-10.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.1.2.9-10.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> <p>CC.1.2.9-10.F Analyze how words and phrases shape meaning and tone in texts.</p> <p>C C.1.4.9-10.C Develop and analyze the topic with relevant, well-chosen, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p>	<p>A rich vocabulary enables us to understand and communicate more effectively.</p> <p>Vocabulary is acquired through reading, writing, listening, and speaking.</p> <p>Preparing for the Critical Reading Section of the SAT or any standardized test is an opportunity to self-reflect and improve one's literacy.</p> <p>Successful readers comprehend texts by reading fluently, strategically, accurately, and critically.</p>	<p>importance of where it originated from?</p> <p>How does the depth of a student's vocabulary contribute to one's ability to read, write, listen, and speak more effectively?</p> <p>How can knowledge of test-taking strategies increase one's confidence when approaching a timed standardized test?</p> <p>How do writing and reading strategies enhance one's ability to increase SAT scores?</p> <p>How is knowledge of grammar, usage, and mechanics important in our culture?</p> <p>How does one recognize and correct errors in grammar, usage, and sentence structure?</p> <p>How is vocabulary knowledge essential to higher scores on the SAT test and to life?</p>	
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			CC.1.4.9-10.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.				
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