General Overview

Curriculum Mapping Course: Grade: _10 **Academic Sophomores** Date Completed/Revised: 7-15-2013 Content Area: English_

Unit Title Unit Dates	The Philosophical Journey Onarter One	Power and Ambition Onarter Two	The Value of Integrity Onarter Three	The Response to Change Ouarter Four
CCSS &	C.9-10.R.L.2	C.9-10.R.L.2	CC.9-10.R.L.3	CC.9-10.R.L.10
Content Standards	Determine a theme or central idea	Determine a theme or central	Analyze how complex characters	By the end of grade 9, read
	of a text and analyze in detail its	idea of a text and analyze in	(e.g., those with multiple or	and comprehend literature,
	development over the course of the	detail its development over the	conflicting motivations) develop	including stories, dramas, and
	text, including how it emerges and	course of the text, including	over the course of a text, interact	poems, in the grades 9-10 text
	is shaped and refined by specific	how it emerges and is shaped	with other characters, and advance	complexity band proficiently,
	details; provide an objective	and refined by specific details;	the plot or develop the theme.	with scaffolding as needed at
	summary of the text.	provide an objective summary of		the high end of the range.
		the text.	CC.9-10.R.L.5	
	CC.9-10.R.I.9		Analyze how an author's choices	
	Analyze seminal U.S. documents of	CC.9-10.R.L.4	concerning how to structure a text,	CC.9-10.R.I.5
	historical and literary significance	Determine the meaning of words	order events within it (e.g., parallel	Analyze in detail how an
	(e.g., Washington's Farewell	and phrases as they are used in	plots), and manipulate time (e.g.,	author's ideas or claims
	Address, the Gettysburg Address,	the text, including figurative and	pacing, flashbacks) create such	are developed and refined
	Roosevelt's Four Freedoms speech,	connotative meanings; analyze	effects as mystery, tension, or	by particular sentences,
	King's "Letter from Birmingham	the cumulative impact of specific	surprise.	paragraphs, or larger portions
	Jail"), including how they address	word choices on meaning and		of a text (e.g., a section or
	related themes and concepts.	tone (e.g., how the language	() o 10 b 13	chapter).
	CC 0 10 B I 6	bow it sets a fermal or informal	Analyza how the author unfolds	CC 0 10 B 1 6
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	HOW It Sets a format of mitorinal	Alialyze now me audor unrolus	CC.3=10.IV.1.0
	Analyze a particular point of view	tone).	an analysis or series of ideas or	Determine an author's point of
	or cultural experience reflected in a		events, including the order in which	view or purpose in a text and
	work of literature from outside the		the points are made, how they are	analyze how an author uses
	United States, drawing on a wide	CC.9-10.R.I.7	introduced and developed, and the	rhetoric to advance that point
	reading of world literature.	Analyze various accounts of a	connections that are drawn between	of view or purpose
		subject told in different mediums	them.	
	CC.9-10.W.2.d	(e.g., a person's life story in		
	Use precise language and domain-	both print and multimedia),		CC.9-10.R.I.8
	specific vocabulary to manage the	determining which details are	CC.9-10.W.2.b	Delineate and evaluate the
	complexity of the topic.	emphasized in each account.	Develop the topic with well-	argument and specific claims
			chosen, relevant, and sufficient	in a text, assessing whether
	CC.9-10.W.2.f	CC.9-10.W.1.b	facts, extended definitions,	the reasoning is valid and
	Provide a concluding statement	Develop claim(s) and	concrete details, quotations, or	the evidence is relevant and
	or section that follows from	counterclaims fairly, supplying	other information and examples	sufficient; identify false
	and supports the information	evidence for each while	appropriate to the audience's	statements and fallacious
	or explanation presented (e.g.,	pointing out the strengths and	knowledge of the topic.	reasoning.

articulating implications or the significance of the topic).

CC.9-10.SL.1.c

Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

CC.9-10.SL.1.d

Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning

limitations of both in a manner that anticipates the audience's knowledge level and concerns.

CC.9-10.W.2.a

Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., figures, tables), and multimedia when useful to aiding comprehension.

CC.9-10.W.2.c

Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

CC.9-10. SL.1b

Work with peers to set rules

for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. CC.9-10.SL.2

Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

CC.9-10.SL.5

Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

CC.9-10.W.3.b

Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

CC.9-10.W.3.c

Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

CC.9-10.W.3.e

Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

CC.9-10.W.1.b

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.

CC.9-10.W.1.d Establish and maintain a

formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

CC.9-10.SL.3

Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

	Skills:	End-of-Unit Assessment:	Essential Questions:
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	Students will:	 A short analytical piece which incorporates elements of both objective summary and analysis of a theme in <i>The Alchemist</i> and poems from the unit. Philosophical Journey Project—using Meograph or similar application and a verbal or written rationale. Identify a philosophical outlook about life that mirrors one's own beliefs. Find a quotation from a credible source that echoes this thinking. Research and plan a journey designed to reinforce insights about this belief. Present digital journey and rationale. Project Review/Movie Review: using elements of a model movie review, evaluate another student's Philosophical Journey project and write a <i>review</i>. 	 What is the relationship between the journey and the destination? How and why are journeys an important part of human identity? Is the journey more important than the destination?
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	Students will:	• An in-depth analysis of a soliloquy from <i>Macbeth</i> —How is this soliloquy central to the development of character, motif, tone, or theme? • Art and Literature, thesis-based essay with multiple drafts. Select a classic painting and draw important connections and distinctions to complex ideas in <i>Macbeth</i> . Drafting process demonstrates focus on developing a thesis, increased complexity of thought, and effective use of evidence.	 How can the desire and pursuit of power corrupt one's integrity? What internal conflicts are triggered by the desire for personal gain?
Smoothly incorporate and appropriately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as	Students will:	 "Explode a Moment" narrative: create a missing scene or expand existing scene in <i>To Kill a Mockingbird</i>. Full-length explanatory essay with multiple drafts. The essay defines integrity and effectively uses evidence from unit text to prove the thesis. 	 What are the qualities of integrity? How does an individual maintain integrity in spite of social pressure?
 Read, analyze, and comprehend, literature, including stories, dramas, and poems, text complexity 	Students will:	 Debate or seminar including student-generated debate questions, written position statements, and supporting research. Intro to literary criticism: a short persuasive piece that takes a position about how a piece of literary criticism supports or refutes student interpretation of a unit text. Includes works cited. 	 What aspects of human nature determine leadership and power dynamics in times of change and challenge? What conflicts arise between modern and traditional values? Why do some individuals accept their circumstances while others resist?

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	style and voice	and introduces the writer's	their world to the writer's,	transcends a reader from	ideas, presents a thesis,	a roadmap for the writer's	interests the reader, includes	Produce an introduction that		of the topic.	to manage the complexity	domain-specific vocabulary	Use precise language and		thematic connections	of world literature and make	drawing on a wide reading	outside the United States,	work of literature from	experience reflected in a	point of view or cultural	Analyze a particular		concepts)	idea, related themes, and	the texts mean (central	and structure) and what	(use of details, language,	the texts are constructed	significance; address how	of historical and literary	Analyze U.S. documents		summary of the text	to provide an objective	author's tone of a text	a text's events and an	Analyze and comprehend		specific details	shaped and refined by
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Produce coherent complex	,	complex ideas and concepts.	the relationships among	cohesion, and clarify	sections of the text, create	smoothly link the major	transitions to clearly and	Use appropriate and varied		aiding comprehension.	multimedia when useful to	formatting, graphics, and	and distinctions; include	important connections	and information to make	complex ideas, concepts,	Introduce a topic; organize		each account and why	details are emphasized in	mediums, determining which	of a subject told in different	Analyze various accounts		choices on meaning and tone	purpose of specific word	Analyze the impact and		the text	phrases as they are used in	meaning of words and	connotative, and figurative	Determine the denotative,		text	objective summary of the	tone of a text to provide an	text's events and an author's	Analyze and comprehend a		specific details
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and the connections that	introduced and developed,	including how points are	events, and ideas,	orders his/her analyses,	Analyze how the author		tension, or surprise	effects such as mystery,	manipulate time, create	events within it, and	to structure a text, order	choices concerning how	Analyze how an author's		theme	the plot, and develop the	other characters, advance	characters' interact with	to examine how the	use textual evidence	the course of a text;	decisions develop over	characters' beliefs and	Analyze how complex		summary of the text	to provide an objective	author's tone of a text	a text's events and an	Analyze and comprehend		by specific details	and is shaped and refined	including how it emerges	the course of the text,	its development over	of a text and analyze	Determine a central idea		the text	inferences drawn from
							•							•										•										•							
	portions of a text	paragraphs, or larger	particular sentences,	and refined by	claims are developed	an author's ideas or	Analyze in detail how		summary of the text	provide an objective	tone of a text to	events and an author's	comprehend a text's	Analyze and		specific details	shaped and refined by	it emerges and is	text, including how	the course of the	development over	and analyze its	idea of a text	Determine a central		from the text	inferences drawn	explicitly as well as	what the text says	support analysis of	textual evidence to	strong and thorough	and appropriately cite	Smoothly incorporate		understanding	texts to develop	connections between	needed; make	scaffolding as	proficiently, with

on what is experienced, that reflects and expands Provide a conclusion

development, organization, and style are appropriate to

writing in which the Produce coherent, complex

and the connections that are drawn between them

Analyze U.S. documents

point of view or Determine an author's

purpose in a text

the course of the narrative observed, or resolved over

Produce coherent, complex

- significant for a specific addressing what is most planning, revising, editing, and style are appropriate to development, organization, approach, focusing on rewriting, or trying a new writing as needed by task, purpose, and audience writing in which the Develop and strengthen
- of technology's capacity to collaborate on individual, and to display information products, taking advantage publish, update, and flexibly and dynamically. shared, or peer writing link to other information Use technology to produce,
- of tasks, purposes, and a day or two) for a range drafting, reflection, and extended time frames (time frames (a single sitting or revision) and shorter time audiences. for research, brainstorming, Write routinely over
- study; explicitly draw on appropriate material under prepared having read, researched, and selected to evidence from texts that preparation by referring Come to discussions

task, purpose, and audience.

- significant for a specific addressing what is most approach, focusing on rewriting, or trying a new planning, revising, editing, writing as needed by Develop and strengthen purpose and audience.
- shared, or peer writing collaborate on individual and to display information of technology's capacity to products, taking advantage publish, update, and Use technology to produce flexibly and dynamically. link to other information

purpose and audience.

- a day or two) for a range extended time frames (time of tasks, purposes, and drafting reflection, and revision) and shorter time for research, brainstorming, Write routinely over audiences. frames (a single sitting or
- topic or issue to stimulate study; explicitly draw on appropriate material under prepared having read, a thoughtful, well-reasoned to evidence from texts Come to discussions exchange of ideas. and other research on the that preparation by referring researched, and selected
- Stimulate conversations by creating, posing, and

significance; address how concepts) idea, related themes, and the texts mean (central and structure) and what (use of details, language the texts are constructed of historical and literary

- support (facts, extended relevant, and sufficient topic with well-chosen, other information and details, quotations, or definitions, concrete
- and multiple plot lines. description, reflection, such as dialogue, pacing, characters, and themes to develop events, Use narrative techniques,
- sequence events so that coherent whole they relate to and build techniques to smoothly
- on what is experienced, that reflects and expands Provide a conclusion
- complex writing in which the development Produce coherent,

- of the topic the audience's knowledge examples) appropriate to Develop an original
- original texts that are consistent with the
- on one another to create a Use a variety of
- the course of the narrative observed, or resolved over
- is experienced,

- advance that point of author uses rhetoric to and analyze how an view or purpose
- is valid and the and specific claims evaluate the argument and sufficient evidence is relevant whether the reasoning in a text, assessing Delineate and
- statements and fallacious reasoning Identify false
- out the strengths while pointing audience's knowledge and limitations of evidence for each fairly, supplying and counterclaims level and concerns. that anticipates the both in a manner Develop claim(s)
- style and objective maintain a formal conventions of the tone while attending they are writing. to the norms and Establish and discipline in which
- expands on what over the course of the observed, or resolved that reflects and Provide a conclusion

or justify views and disagreement, qualify of agreement and summarize points verify, or challenge ideas complex questions that exchange of ideas. a thoughtful, well-reasoned topic or issue to stimulate the evidence and reasoning make new connections from support from texts, and understanding, use relevant to diverse perspectives, Respond thoughtfully and conclusions listening intently; clarify, incorporating others, and verbally participating, dynamic discussion: to broader themes or larger relate the current discussion responding to open, Stimulate conversations and other research on the Actively engage in a by creating, posing, and enhance understanding of media in presentations to of information presented in questions that relate the evidence and to add interest Make strategic use of digital relating to a topic, evaluating diverse media or formats integrate multiple sources Search for, select, and current discussion to broader the credibility and accuracy responding to open, complex fundings, reasoning, and of each source. themes or larger ideas are appropriate to task, single sitting or a day or purpose, and audience organization, and style well-reasoned exchange of stimulate a thoughtful, on the topic or issue to texts and other research referring to evidence from on that preparation by study; explicitly draw appropriate material under researched, and selected prepared having read, Come to discussions purposes, and audiences two) for a range of tasks, and shorter time frames (a reflection, and revision) brainstorming, drafting, extended time frames Write routinely over dynamically. information flexibly and information and to display capacity to link to other advantage of technology's writing products, taking individual, shared, or peer and collaborate on produce, publish, update, Use technology to significant for a specific addressing what is most approach, focusing on rewriting, or trying a new planning, revising, editing, writing as needed by Develop and strengthen purpose and audience. (time for research,

- Produce coherent, complex writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 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.
- Use technology to produce, publish, update, and collaborate on individual, shared, or peer writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- Write routinely over extended time frames (time for research, brainstorming, drafting, reflection, and revision) and shorter time frames (a single sitting or a day

							presented.	evidence and reasoning	connections from the	texts, and make new	relevant support from	understanding, use	or justify views and	disagreement, qualify	of agreement and	summarize points	to diverse perspectives,	Respond thoughtfully		and conclusions	verify, or challenge ideas	listening intently; clarify,	incorporating others, and	verbally participating,	dynamic discussion:	Actively engage in a		themes or larger ideas	discussion to broader	that relate the current	complex questions	responding to open,	by creating, posing, and	Stimulate conversations		ideas.
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- or two) for a range of tasks, purposes, and audiences.
- Come to discussions prepared having read, researched, and selected appropriate material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of
- Stimulate conversations by creating, posing, and responding to open, complex questions that relate the current discussion to broader themes or larger ideas
- Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Curriculum Resources (textbook chapters., novels, supplemental materials):	 The Alchemist by Paulo Coelho Selected Poetry such as "Choices" by Giovanni, "The Road Not Taken" by Frost, "We Real Cool" Brooks A short story focusing on the development of beliefs (such as "Shooting an Elephant" by George Orwell) 	 Macbeth by William Shakespeare Macbeth film Non-fiction related readings such as articles about Madoff & Armstrong ***T. Roosevelt "The Strenuous 	 To Kill a Mockingbird by Harper Lee To Kill a Mockingbird film	 "The Lottery" by Shirley Jackson Lord of the Flies by William Golding or Things Fall Apart by Chinua Achebe Fahrenheit 451 by Ray Bradbury
	George Orwell) ***"The Perils of Indifference" by Elie Wiesel 1995	***T. Roosevelt "The Strenuous Life" 1899	• The Power of One film *** FDR First Inaugural Speech, March 4, 1933; "Nothing to Fear but Fear Itself"	Bradbury ***Martin Luther King "Where do We Go from Here: Community or Chaos?" 1967
21st Century Skills:	iPads • Use digital annotation and discussion features to interact with other students.	iPads Use Noodle Tools to create an Annotated Works Consulted of sources that address the question: Why is reading important to a democracy? Use Noodle Tools to develop note cards in preparation for the midterm exam.	 Extended instruction in the research process and identification of diverse and credible sources Use digital annotation and discussion features to interact with other students. Use digital applications for the pre-writing and brainstorming stages of writing 	Extended instruction in the research process and identification of diverse and credible sources
All units assess the	CC.9-10.R.L.1			

All units assess the following standards:

CC.9-10.R.L.1
Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

band independently and proficiently. CC.9-10.R.I.1 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text

***CC.9-10.R.I.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. ***CC.9-10.R.I.4

cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the

CC.9-10.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience

CC.9-10.W.5

significant for a specific purpose and audience Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most

CC.9-10.W.6

capacity to link to other information and to display information flexibly and dynamically. CC.9-10.W.10 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for

a range of tasks, purposes, and audiences

texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from CC.9-10.SL.1.a

***Standards for CFA(non—fiction) focus

21st Century Skills integrated into all content areas include the following:

- **Learning and Innovation Skills**
- Critical thinking and problem solving (expert thinking)
- Communication and collaboration (complex communicating)
- Creativity and innovation (applied imagination and invention)
- Information, Media, and Technology Skills
- Information literacy
- Media literacy
- Information and communication technology literacy
- Life and Career Skills
- Flexibility and adaptability
- Initiative and self-direction
- Social and cross-cultural interaction
- Productivity and accountability
- Leadership and responsibility

from: Trilling, Bernie & Fadel, Charles. 21st Century Skills: Learning for life in our times. – San Francisco, CA, Jossey-Bass, 2009

Please Note:

- Primary Audience for Curriculum Maps: Parents, students, school staff (teachers & administrators) and community members
- Curriculum Maps are updated annually and posted on the Brookfield Public Schools' website.