General Overview

Curriculum Mapping Course: Honors Sophomores Content Area: English Grade: 10 Date Completed/Revised: 7-15-2013

1	with the state of			
Develop claim(s) and counterclaims fairly supplying evidence for each	actively incorporate others into the discussion; and clarify verify or	include formatting (e.g.	related themes and concepts.	
CC.9-10.W.1.b	broader themes or larger ideas;	information to make important	Jail"), including how they address	
	relate the current discussion to	complex ideas, concepts, and	King's "Letter from Birmingham	
reasoning.	and responding to questions that	Introduce a topic; organize	Roosevelt's Four Freedoms speech,	
false statements and fallacious	Propel conversations by posing	CC.9-10.W.2.a	Address, the Gettysburg Address,	
is relevant and sufficient; identify	CC.9-10.SL.1.c		(e.g., Washington's Farewell	
reasoning is valid and the evidence		emphasized in each account.	historical and literary significance	
in a text, assessing whether the	significance of the topic).	determining which details are	Analyze seminal U.S. documents of	
argument and specific claims	articulating implications or the	both print and multimedia),	CC.9-10.R.I.9	
Delineate and evaluate the	or explanation presented (e.g.,	(e.g., a person's life story in		
CC.9-10.R.I.8	and supports the information	subject told in different mediums	them.	
	or section that follows from	Analyze various accounts of a	connections that are drawn between	
	Provide a concluding statement	CC.9-10.R.I.7	introduced and developed, and the	
purpose	CC.9-10.W.2.f		the points are made, how they are	
to advance that point of view or			events, including the order in which	
analyze how an author uses rhetoric	complexity of the topic.	tone).	an analysis or series of ideas or	
view or purpose in a text and	specific vocabulary to manage the	how it sets a formal or informal	Analyze how the author unfolds	
Determine an author's point of	Use precise language and domain-	evokes a sense of time and place;	CC.9-10.R.I.3	
CC.9-10.R.I.6	CC.9-10.W.2.d	tone (e.g., how the language		
		word choices on meaning and	surprise.	
text (e.g., a section or chapter).	reading of world literature.	the cumulative impact of specific	effects as mystery, tension, or	
paragraphs, or larger portions of a	United States, drawing on a wide	connotative meanings; analyze	pacing, flashbacks) create such	
refined by particular sentences,	work of literature from outside the	the text, including figurative and	plots), and manipulate time (e.g.,	
ideas or claims are developed and	or cultural experience reflected in a	and phrases as they are used in	order events within it (e.g., parallel	
Analyze in detail how an author's	Analyze a particular point of view	Determine the meaning of words	concerning how to structure a text,	
CC.9-10.R.I.5	CC.9-10.R.L.6	CC.9-10.R.L.4	Analyze how an author's choices	
	,		CC.9-10.R.L.5	
c	summary of the text.	objective summary of the text.	+	
needed at the high end of the range.	details; provide an objective	by specific details; provide an	the plot or develop the theme.	
proficiently, with scaffolding as	is shaped and refined by specific	emerges and is shaped and refined	with other characters, and advance	
grades 9–10 text complexity band	text, including how it emerges and	of the text, including how it	over the course of a text, interact	
stories, dramas, and poems, in the	development over the course of the	its development over the course	conflicting motivations) develop	
comprehend literature, including	of a text and analyze in detail its	of a text and analyze in detail	(e.g., those with multiple or	
By the end of grade 9, read and	Determine a theme or central idea	Determine a theme or central idea	Analyze how complex characters	Content Standards
CC.9-10.R.L.10	C.9-10.R.L.2	C.9-10.R.L.2	CC.9-10.R.L.3	CCSS &
Quarter Four	Quarter Three	Quarter Two	Quarter One	Unit Dates
The Response to Change	The Philosophical Journey	Power and Ambition	The Value of Integrity	Unit Title

CC.9-10.W.2.b

Develop the topic with wellchosen, relevant, and sufficient
facts, extended definitions,
concrete details, quotations, or
other information and examples
appropriate to the audience's
knowledge of the topic.

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.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

headings), graphics (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.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.

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 presented.

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 forma

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

CC.9-10.W.2.f

Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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.

	End-of-Unit Assessment:	Essential Questions:
a Mockingbird and one from Antigone or The Power of One	 Seminar using short stories, Antigone, and a non-fiction document In-class essay analyzing the development of complex characters in Antigone "Explode a Moment" writing assignment using narrative elements for To Kill a Mockingbird Analysis essay defining integrity using at least two characters — one from To Kill 	of the evidence and reasoning presented. • What are the qualities of integrity? • How does an individual maintain integrity in spite of social pressure?
use of digital media to develop a creative product that connects to one's original thesis and enhances one's understanding of Macbeth Close reading of a soliloquy to develop a formal, written analysis Written synthesis (two paragraphs) that creates cohesion and clarifies the relationships	 Debate on unit themes and texts Create a multi-genre project which integrates several elements around a common thesis: Select a classic painting and draw important connections and distinctions to complex ideas in Macbeth Make strategic 	 How can the desire and pursuit of power corrupt one's integrity? What internal conflicts are triggered by the desire for personal gain?
Find a quotation from a credible source that echoes this thinking. Research and plan a journey designed to reinforce insights about this belief.	 Thesis-based in-class essay about The Alchemist Students write two This I Believe essays: one about a character from Their Eyes Were Watching God one asserting a personal belief Research to address the question: What do you seek? Students must: Identify a philosophical outlook about life that mirrors one's own beliefs. 	 What is the relationship between the journey and the destination? Is the journey more important than the destination? How and why are journeys an important part of human identity?
texts.	 Debate using identified qualities of persuasion on student generated topics that relate to unit themes Essay addressing a student generated questions focused on the unit's themes and essential questions and Cry, The Beloved Country Reference at least one source of literary criticism and Lord of the Flies to write a persuasive essay about an original thesis addressing key ideas about unit 	 What aspects of human nature have an impact on the community? Why do some individuals accept their circumstances while others resist? What conflicts arise between modern and traditional values?

	Skills:	
 Smoothly incorporate and appropriately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 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 Analyze and comprehend a text's events and an author's tone of a text to provide an objective summary of the text Analyze how complex characters' beliefs and decisions develop over the course of a text; use textual evidence to examine how the characters' interact with other characters, advance the plot, and develop the theme Analyze how an author's choices concerning how 	Students will:	
 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 Analyze and comprehend a text's events and an author's tone of a text to provide an objective summary of the text Determine the denotative, connotative, and figurative meaning of words and phrases as they are used in the text Analyze the impact and purpose of specific word choices on meaning and tone Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account and why Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics, and 	Students will:	between components of the project Annotated Works Consulted using <i>Fahrenheit 451</i> and addressing the question: Why is reading important to a democracy?
 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 Analyze and comprehend a text's events and an author's tone of a text to provide an objective summary of the text Analyze U.S. documents of historical and literary significance; address how the texts are constructed (use of details, language, and structure) and what the texts mean (central idea, related themes, and concepts) 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 and make thematic connections 	Students will:	
 Read, analyze, and comprehend, literature, including stories, dramas, and poems, text complexity proficiently, with scaffolding as needed; make connections between texts to develop understanding Smoothly incorporate and appropriately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text 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 Analyze and comprehend a text's events and an author's tone of a text Analyze in detail how an author's ideas or claims 	Students will:	

events within it, and effects such as mystery, manipulate time, create to structure a text, order tension, or surprise

- orders his/her analyses, and developed, and the events, and ideas, including between them connections that are drawn how points are introduced Analyze how the author
- and structure) and what significance; address how of historical and literary Analyze U.S. documents idea, related themes, and the texts mean (central (use of details, language, the texts are constructed
- other information and support (facts, extended of the topic details, quotations, or relevant, and sufficient topic with well-chosen the audience's knowledge examples) appropriate to definitions, concrete Develop an original
- develop events, characters, and multiple plot lines, to description, reflection, such as dialogue, pacing, consistent with the original and themes that are Use narrative techniques,
- Use a variety of techniques

aiding comprehension. multimedia when useful to

- cohesion, and clarify the sections of the text, create smoothly link the major transitions to clearly and relationships among complex Use appropriate and varied ideas and concepts.
- and style are appropriate to development, organization, writing in which the Produce coherent, complex task, purpose, and audience
- significant for a specific addressing what is most approach, focusing on planning, revising, editing, writing as needed by Develop and strengthen purpose and audience. rewriting, or trying a new
- and dynamically. shared, or peer writing collaborate on individual, publish, update, and display information flexibly to other information and to products, taking advantage of Use technology to produce, technology's capacity to link
- of tasks, purposes, and a day or two) for a range drafting reflection, and extended time frames (time revision) and shorter time for research, brainstorming, Write routinely over frames (a single sitting or

- and domain-specific complexity of the topic. vocabulary to manage the Use precise language
- and introduces the writer's style and voice transcends a reader from presents a thesis, ıncludes a roadmap that interests the reader, Produce an introduction for the writer's ideas,
- on what is experienced, that reflects and expands Provide a conclusion
- which the development complex writing in organization, and style purpose, and audience are appropriate to task, Produce coherent,
- editing, rewriting, or planning, revising, writing as needed by what is most significant Develop and strengthen focusing on addressing trying a new approach for a specific purpose and
- and collaborate on produce, publish, update, advantage of technology's writing products, taking individual, shared, or peer capacity to link to other

- their world to the writer's,
- the course of the narrative observed, or resolved over

- audience.
- Use technology to

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

events so that they relate to and build on one another to create a coherent whole to smoothly sequence

- and style are appropriate development, organization, writing in which the on what is experienced, observed, or resolved over to task, purpose, and Produce coherent, complex the course of the narrative that reflects and expands
- approach, focusing on significant for a specific addressing what is most planning, revising, editing, writing as needed by purpose and audience. rewriting, or trying a new Develop and strengthen
- shared, or peer writing collaborate on individual, and to display information of technology's capacity to publish, update, and Use technology to produce, flexibly and dynamically. link to other information products, taking advantage
- extended time frames (time a day or two) for a range drafting, reflection, and for research, brainstorming, ot tasks, purposes, and frames (a single sitting or revision) and shorter time Write routinely over

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

Provide a conclusion

questions that relate the responding to open, complex themes or larger ideas by creating, posing, and Stimulate conversations current discussion to broader

audience.

- relating to a topic, evaluating diverse media or formats of information presented in integrate multiple sources Search for, select, and of each source. the credibility and accuracy
- evidence and to add interest enhance understanding of Make strategic use of digital media in presentations to findings, reasoning, and

- information flexibly and information and to display
- single sitting or a day or extended time frames purposes, and audiences two) for a range of tasks, reflection, and revision) brainstorming, drafting, (time for research,
- stimulate a thoughtful, study; explicitly draw well-reasoned exchange on the topic or issue to on that preparation by appropriate material under researched, and selected prepared having read, Come to discussions texts and other research referring to evidence from
- complex questions responding to open, by creating, posing, and Stimulate conversations themes or larger ideas discussion to broader that relate the current
- listening intently; clarify, verify, or challenge ideas dynamic discussion: and conclusions verbally participating, Actively engage in a incorporating others, and
- Respond thoughtfully

- dynamically.
- and shorter time frames (a Write routinely over

- to diverse perspectives

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

Curriculum	
To Kill a Mockingbird by Harper Lee	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 ideas. Stimulate conversations by creating, posing, and responding to open, complex questions that relate the current discussion to broader themes or larger ideas Actively engage in a dynamic discussion: verbally participating, incorporating others, and listening intently; clarify, verify, or challenge ideas and conclusions Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, qualify or justify views and understanding, use relevant support from texts, and make new connections from the evidence and reasoning presented.
Macbeth by William Shakespeare	
• Their Eyes Were Watching God by Zora Neale Hurston	summarize points of agreement and disagreement, qualify or justify views and understanding, use relevant support from texts, and make new connections from the evidence and reasoning presented.
• Cry, the Beloved Country by Alan Paton	on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • 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.

District Curriculum Map Form Rev. April 2013

District Commission Man Farms	All units assess the following standards:	21st Century Skills:		Resources (textbook chapters., novels, supplemental materials):
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	CC.9-10.R.L.1 Cite strong and thorough textual evidence to support analysis of what the text says CC.9-10.R.L.10 By the end of grade 10, read and comprehend literature, including stories, dramas, independently and proficiently. CC.9-10.R.I.1 Cite strong and thorough textual evidence to support analysis of what the text says ***CC.9-10.R.I.2 Determine a central idea of a text and analyze its development over the course of specific details; provide an objective summary of the text. ***CC.9-10.R.I.4	iPads • Use digital annotation and discussion features to interact with other students. • Use digital applications for the pre-writing and brainstorming stages of writing	 Film: The Power of One "Marigolds" by Eugenia Collier "Shooting an Elephant" by George Orwell Non-fiction readings about Jim Crow South and the Scottsboro Boys Poetry reinforcing themes of integrity *** "The Perils of Indifference" by Elie Wiesel, 1995 	 To Kill a Mockingbird film version Antigone by Sophocles
	ence to support analysis of what the prehend literature, including stories, ence to support analysis of what the danalyze its development over the commany of the text.	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 notecards in preparation for the midterm exam.	 Excerpt from Julius Caesar by William Shakespeare Supplemental non-fiction readings (such as: Madoff & Armstrong) Poetry connected to theme in Macbeth **** "The Strenuous Life" by Theodore Roosevelt, 1899 	 <i>Macbeth</i> film excerpts Excerpts from <i>The Prince</i> by Niccolo Machiavelli
		Extended instruction in the research process and identification of diverse and credible sources	 Poems focusing on the development of beliefs This I Believe essays ***First Inaugural Speech, March 4, 1933 (Franklin Delano 	 The Alchemist by Paulo Coelho "Two Kinds" by Amy Tan
	explicitly as well as inferences drawn from the text. and poems, at the high end of the grades 9–10 text complexity band explicitly as well as inferences drawn from the text.	Extended instruction in the research process and identification of diverse and credible sources	Abrahams "The Lottery" by Shirley Jackson "A Modest Proposal" by Jonathan Swift Literary Criticism articles Supplemental nonfiction readings and poetry connected to unit's themes Maslow's Hierarchy of Needs ***MLK "Where Do We Go From Here: Chaos or Community?", 1967	 Lord of the Flies by William Golding "Crackling Day" by Peter

CC.9-10.W.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

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 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's

CC.9-10.W.10

range of tasks, purposes, and audiences. 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

C.9-10.SL.1.a

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 texts

*** 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.

District Curriculum Map Form Rev. April 2013