

General Overview

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

Unit Title	The Philosophical Journey	Power and Ambition	The Value of Integrity	The Response to Change
Unit Dates CCSS & Content Standards	Quarter One C.9-10.R.L.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. CC.9-10.R.I.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts. CC.9-10.R.L.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. CC.9-10.W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic. CC.9-10.W.2.f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g.,	Quarter Two C.9-10.R.L.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. CC.9-10.R.L.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). CC.9-10.R.I.7 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. CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and	Quarter Three CC.9-10.R.L.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme. CC.9-10.R.L.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. CC.9-10.R.I.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. CC.9-10.W.2.b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.	Quarter Four CC.9-10.R.L.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. CC.9-10.R.I.5 Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). CC.9-10.R.I.6 Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose CC.9-10.R.I.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>articulating implications or the significance of the topic(c).</p> <p>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.</p> <p>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.</p>	<p>limitations of both in a manner that anticipates the audience's knowledge level and concerns.</p> <p>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., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>CC.9-10.W.3.c Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>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.</p> <p>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.</p> <p>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.</p>
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<p>Essential Questions:</p>	<ul style="list-style-type: none"> • 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? 	<ul style="list-style-type: none"> • How can the desire and pursuit of power corrupt one's integrity? • What internal conflicts are triggered by the desire for personal gain? 	<ul style="list-style-type: none"> • What are the qualities of integrity? • How does an individual maintain integrity in spite of social pressure? 	<ul style="list-style-type: none"> • 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?
<p>End-of-Unit Assessment:</p>	<ul style="list-style-type: none"> • 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 review. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • "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. 	<ul style="list-style-type: none"> • 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.
<p>Skills:</p>	<p>Students will:</p> <ul style="list-style-type: none"> • 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 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 	<p>Students will:</p> <ul style="list-style-type: none"> • Smoothly incorporate and appropriately cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as 	<p>Students will:</p> <ul style="list-style-type: none"> • Read, analyze, and comprehend, literature, including stories, dramas, and poems, text complexity

	<ul style="list-style-type: none"> 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 Use precise language and domain-specific vocabulary to manage the complexity of the topic. Produce an introduction that interests the reader, includes a roadmap for the writer's ideas, presents a thesis, transcends a reader from their world to the writer's, and introduces the writer's style and voice Provide a conclusion that reflects and expands on what is experienced, 	<ul style="list-style-type: none"> 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 multimedia when useful to aiding comprehension. Use appropriate and varied transitions to clearly and smoothly link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Produce coherent, complex writing in which the development, organization, and style are appropriate to 	<ul style="list-style-type: none"> 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 to structure a text, order events within it, and manipulate time, create effects such as mystery, tension, or surprise Analyze how the author orders his/her analyses, events, and ideas, including how points are introduced and developed, and the connections that are drawn between them Analyze U.S. documents 	<ul style="list-style-type: none"> 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 to provide an objective summary of the text Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text Determine an author's point of view or purpose in a text
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	<ul style="list-style-type: none"> observed, or resolved over the course of the narrative 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 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 	<ul style="list-style-type: none"> 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 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 ideas. Stimulate conversations by creating, posing, and 	<ul style="list-style-type: none"> 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) Develop an original topic with well-chosen, relevant, and sufficient support (facts, extended definitions, concrete details, quotations, or other information and examples) appropriate to the audience's knowledge of the topic Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop events, characters, and themes that are consistent with the original texts Use a variety of techniques to smoothly sequence events so that they relate to and build on one another to create a coherent whole Provide a conclusion that reflects and expands on what is experienced, observed, or resolved over the course of the narrative Produce coherent, complex writing in which the development, 	<ul style="list-style-type: none"> and analyze how an author uses rhetoric to advance that point of view or purpose 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 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. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. Provide a conclusion that reflects and expands on what is experienced, observed, or resolved over the course of the
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	<ul style="list-style-type: none"> 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. 	<p>responding to open, complex questions that relate the current discussion to broader themes or larger ideas</p> <ul style="list-style-type: none"> Search for, select, and integrate multiple sources of information presented in diverse media or formats relating to a topic, evaluating the credibility and accuracy of each source. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. 	<p>organization, and style are appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> 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 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 	<p>narrative</p> <ul style="list-style-type: none"> 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
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		<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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 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.
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<p>Curriculum Resources (textbook chapters, novels, supplemental materials):</p>	<ul style="list-style-type: none"> • <i>The Alchemist</i> 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) 	<ul style="list-style-type: none"> • <i>Macbeth</i> by William Shakespeare • <i>Macbeth</i> film • Non-fiction related readings such as articles about Madoff & Armstrong 	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> by Harper Lee • <i>To Kill a Mockingbird</i> film version • Non-fiction readings about Jim Crow South and the Scottsboro Boys • Poetry reinforcing themes of integrity • <i>The Power of One</i> film 	<ul style="list-style-type: none"> • “The Lottery” by Shirley Jackson • <i>Lord of the Flies</i> by William Golding or <i>Things Fall Apart</i> by Chinua Achebe • <i>Fahrenheit 451</i> by Ray Bradbury
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • iPads • Use digital annotation and discussion features to interact with other students. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Extended instruction in the research process and identification of diverse and credible sources
<p>All units assess the following standards:</p>	<p>CC.9-10.R.L.1</p> <p>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>CC.9-10.R.L.10</p> <p>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 band independently and proficiently.</p> <p>CC.9-10.R.L.1</p> <p>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>***CC.9-10.R.L.2</p> <p><i>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.</i></p> <p>***CC.9-10.R.L.4</p> <p><i>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the 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).</i></p>			

	<p>CC.9-10.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CC.9-10.W.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>CC.9-10.W.6 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> <p>CC.9-10.W.10 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.</p> <p>CC.9-10.SL.1.a Come to discussions prepared having read and researched 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.</p> <p>***Standards for CF(Non—fiction) focus</p>
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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.

