

## Griswold High School Grade 10 English II Curriculum Map

<b>Subject/Course Title:</b> English II/Grade 10	<b>Unit Title:</b> Unit 1 - <a href="#">Justice and Theme</a>
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### Unit Overview

After community building, the Grade 10 theme of integrity will be introduced, as will the big questions for the year. One of the greater themes in the plays/novels/stories this year is how the individual functions in and is influenced by society--and the impact this has on integrity. Short stories and other texts will be used to model and assess analysis of structure while reinforcing the year-long theme of integrity in a “prelude” to the unit. As we focus on issues of social justice in America—and to an extent around the world—we will consider how the protagonists in these stories help reveal themes about justice, prejudice, and integrity by the ways they resolve their internal and external conflicts.

This unit enables students to develop an initial understanding of the role of complex characters in a story inasmuch as they advance the plot and develop the themes. As they determine the major themes of the text, students will analyze the development of one or more themes over the course of the text, reflecting on how it is influenced by major and minor characters and the setting--and paying close attention to specific evidence that supports their inferences about these potential issues and themes. Important literary elements like setting, symbolism, irony, foreshadowing, plot, and narration will be reviewed and discussed in the context of the stories to enable students to begin analyzing how an author’s choices about how to structure a text affect the reader. Students will also apply their understandings to develop shorter and longer pieces that draw of narrative technique to reveal a theme.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
8 Weeks 18 blocks	<b>RL.9-10.1 (year-long)</b> <b>RL.9-10.2</b> <b>RL.9-10.5</b> <b>W.9-10.2</b> <b>W.9-10.3</b> <b>SL.9-10.1</b> <b>L.9-10.4</b>	<ul style="list-style-type: none"> <li>● <i>How do people show integrity?</i></li> <li>● <i>Is our society one of justice and integrity?</i></li> <li>● <i>How do authors develop sophisticated themes?</i></li> <li>● <i>How do an author’s choices impact the development of complex issues and main ideas?</i></li> </ul>	<ul style="list-style-type: none"> <li>● Close-reading</li> <li>● Test practice (SAT)</li> <li>● Conferencing</li> <li>● Cooperative Learning/Collaboration</li> <li>● Peer teaching</li> <li>● Activating Prior Knowledge</li> <li>● Modeling</li> <li>● Mini-lessons</li> <li>● Student self-assessment</li> <li>● Summarizing and note-taking</li> <li>● Guided questions</li> <li>● Small group instruction</li> <li>● Graphic organizers</li> <li>● Compare/contrast</li> </ul>	CFAs <b>Performance Task:</b> Theme Story <b>Writing:</b> Theme Development Essay	<ul style="list-style-type: none"> <li>● Mentor Novel: <i>To Kill a Mockingbird</i> (Extensions: <i>Fahrenheit 451</i>, Honors summer reading)</li> <li>● Choice Reading</li> <li>● Film Resource: <i>To Kill a Mockingbird</i> (Optional: <i>12 Angry Men</i>)</li> <li>● Anthology: <i>And Justice for All</i> (select stories, etc.)</li> </ul>

Subject/Course Title: English II/Grade 10

Unit Title: Unit 2 - [Integrity and Authority](#)

### Unit Overview

Given that the unit is all about how authors structure stories carefully to develop their message or theme, the “integrity” of the story and storyteller is paramount. One of the next questions students will tackle is what gives a person the “authority” to write about something? Beginning with memoirs, students will look at the impact of authorship on establishing trust. As students read, they will consider how point of view and text structure develops plot and ideas, and how these elements impact how a reader perceives events. Students will read Holocaust memoirs as literary nonfiction and complete responses that demonstrate their analysis and evaluation of the author’s choices, especially as it relates to the probable purpose of the text.

Students will also be analyzing the impact of authority as they look at a variety of sources for an annotated bibliography that addresses research questions related to a survivor’s testimony. As they collect resources, students will look at how different media and different points of view impact the way information is perceived.

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
9 Weeks 20 blocks (Plus Midterms)	<b>RL.9-10.1</b> <b>(year-long)</b> <b>RL(RI).9-10.2</b> <b>RI.9-10.3</b> <b>RI.9-10.6</b> <b>W.9-10.2</b> <b>W.9-10.8</b>	<ul style="list-style-type: none"> <li>Why is integrity so difficult to maintain?</li> <li>What makes an “author” credible?</li> <li>How do the author’s choices enable an author to move an audience?</li> <li>How does structure lead to the development of theme?</li> </ul>	<ul style="list-style-type: none"> <li>Close-reading</li> <li>Conferencing</li> <li>Cooperative Learning/Collaboration</li> <li>Peer teaching</li> <li>Activating Prior Knowledge</li> <li>Modeling</li> <li>Mini-lessons</li> <li>Test practice (SAT)</li> <li>Student self-assessment</li> <li>Summarizing and note-taking</li> <li>Guided questions</li> <li>Small group instruction</li> <li>Graphic organizers</li> <li>Compare/contrast</li> <li>“Hands-on” learning</li> <li>*Guest speakers</li> </ul>	<ul style="list-style-type: none"> <li>CFAs</li> <li><b>Writing:</b> Memoir Analysis Essay</li> <li><b>Writing/ Performance Task:</b> Annotated Bibliography</li> </ul>	<ul style="list-style-type: none"> <li>Memoirs such as <i>Night, I Will Plant You a Lilac Tree, In My Hands</i></li> <li>Novel extensions/Choice books</li> <li>Short stories/testimonies (gift copies and various anthologies)</li> <li>Film: <i>One Survivor Remembers</i> <a href="http://www.tolerance.org/kit/one-survivor-remembers">http://www.tolerance.org/kit/one-survivor-remembers</a></li> <li>Websites: <i>iWitness</i> <a href="http://iwitness.usc.edu/SFI/">http://iwitness.usc.edu/SFI/</a></li> <li>USHMM articles and resources <a href="https://www.ushmm.org/">https://www.ushmm.org/</a></li> <li>USC Shoah Foundation Channel on YouTube <a href="https://www.youtube.com/user/USCShoahFoundation">https://www.youtube.com/user/USCShoahFoundation</a></li> <li>Yad Vashem Channel on YouTube <a href="https://www.youtube.com/user/YadVashem">https://www.youtube.com/user/YadVashem</a></li> <li><i>Purdue OWL, Easybib &amp; TurnItIn.com resources</i></li> </ul>

Subject/Course Title: English II/Grade 10

Unit Title: Unit 3 - Identity and Character

### Unit Overview

*This unit enables students to develop a deeper understanding of how complex characters develop over the course of a story as a result of interactions with other characters and the structure of a text. As they determine the methods an author uses to enhance characterization, including interactions with minor characters, narrative style, motifs and symbolism, students will analyze how the author's choices deepen the reader's understanding of a character.*

*This unit will then continue the previous unit's focus on the more subtle ways in which an author structures a text, such as the use of elements like word choice, figurative language, sentence structure, and other elements of style. Students will recognize how the author uses this "voice" to develop characterization and to impact the meaning and tone of the story.*

*Students will apply their understandings to write analyses, arguments, and original narratives. The unit then emphasizes writing skills like the integration of textual evidence and use of the writing process to plan and test their ideas, draft, revise, and publish.*

Time Frame	Priority Standards	Essential Questions	Instructional Strategies	Assessments	Key Resources/Texts
10 Weeks	RL.9-10.3 RL.9-10.4 W.9-10.1 W.9-10.3 SL.9-10.1 L.9-10.1 L.9-10.2	<ul style="list-style-type: none"><li>• <i>What makes people who they are?</i></li><li>• <i>How do the words we use define us?</i></li><li>• <i>How does an author develop a complex character?</i></li><li>• <i>How do symbols help guide and anchor our understanding of life?</i></li></ul>	<ul style="list-style-type: none"><li>• Close-reading</li><li>• Double-entry journals</li><li>• Socratic Seminar</li><li>• Test practice (SAT)</li><li>• Journaling</li><li>• Conferencing</li><li>• Cooperative Learning/Collaboration</li><li>• Peer teaching</li><li>• Activating Prior Knowledge</li><li>• Modeling</li><li>• Mini-lessons</li><li>• Student self-assessment</li><li>• Summarizing and note-taking</li><li>• Guided questions</li><li>• Small group instruction</li><li>• Graphic organizers</li></ul>	<ul style="list-style-type: none"><li>• CFAs</li><li>• <b>Writing/Performance Task:</b> Characterization Application Argument Essay</li><li>• <b>Writing:</b> Symbolism Personal Essay</li></ul>	<ul style="list-style-type: none"><li>• First-Person Novel: <i>The Catcher in the Rye</i> or <i>Speak</i> (Other options may include <i>Nectar in a Sieve</i>, <i>Buried Onions</i>, <i>One Day in the Life of Ivan Denisovich</i>)</li><li>• Websites: Newsela/Actively Learn (Leveled/guided current event articles)</li><li>• Essays and Poetry: from anthologies, internet journals like <a href="https://www.poetryfoundation.org/">https://www.poetryfoundation.org/</a> and <a href="https://www.poets.org/">https://www.poets.org/</a></li></ul>

			<ul style="list-style-type: none"> <li>• Compare/contrast</li> </ul>		
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<b>Subject/Course Title: English II/Grade 10</b>	<b>Unit Title: Unit 4 - <a href="#">Destiny and the Power of Choices</a></b>
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**Unit Overview**

*As students consider at how the individual functions in and is influenced by society, the role of choice becomes a key focus. The social inequalities seen in the previous units highlight that not everyone has a choice--and that some choices are better than others. This unit then enables students to develop considered opinions about the choices people make--whether in fiction or in reality--and what implications these choices have for the rest of us. Characterization will be a focus, but so will the choices made by authors, including how the author structures a work and selects his words.*

*This focus on appropriate (and persuasive) structures will apply to student research as they write short argumentative responses to the play Macbeth. Students will continue to develop and support claims and fairly address counterclaims in their writing. Further, students will delineate and evaluate arguments as they look for credible articles related to the play and respond with what these new understandings add to their appreciation of the play. Students will draw upon their research and writing skills from earlier units and enhance these with understandings of how journal databases work. Additionally, students will read and evaluate model arguments to better understand the purpose of rhetorical structures and the use of counterclaims.*

*Structure will also be considered during the reading of the core text Macbeth--and various other stories, poems, etc. as selected per teacher discretion. Important literary elements like setting, symbolism, irony, foreshadowing, motif, and metaphor will be reviewed and discussed in the context of the play to enable students to analyze and evaluate how an author's choices about how to structure a text affect the reader.*

*This unit brings together the major focuses of theme, characterization, and structure, culminating in the "Modern Macbeth" summative assessment, which asks students to apply these analyses to create their own modern interpretation of Shakespeare's play.*

<b>Time Frame</b>	<b>Priority Standards</b>	<b>Essential Questions</b>	<b>Instructional Strategies</b>	<b>Assessments</b>	<b>Key Resources/Texts</b>
7 Weeks (Plus Finals)	<b>RL.9-10.3</b> <b>RL.9-10.4</b> <b>W.9-10.1</b> <b>W.9-10.4</b> <b>W.9-10.8</b> <b>SL.9-10.4</b> <b>L.9-10.4</b>	<ul style="list-style-type: none"> <li>• <i>What influences people's choices?</i> <ul style="list-style-type: none"> <li>• <i>How does fate impact our choices...and can we escape our destiny?</i></li> <li>• <i>How does our response to choices impact our destiny—and show who we really are?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Close-reading</li> <li>• Conferencing</li> <li>• Cooperative Learning/Collaboration</li> <li>• Activating Prior Knowledge</li> <li>• Modeling</li> <li>• Mini-lessons</li> <li>• Student self-assessment</li> <li>• Summarizing and note-taking</li> </ul>	<ul style="list-style-type: none"> <li>• CFAs</li> <li>• <b>Performance Task:</b> Modern Macbeth Project and Presentation</li> <li>• <b>Performance Task:</b> Article review</li> </ul>	<ul style="list-style-type: none"> <li>• Play: <i>Macbeth</i> (Annotated and Parallel Text Editions); NoFearShakespeare</li> <li>• Film/Clips: Royal Shakespeare Company's <i>Macbeth</i>; Roman Polanski's <i>Macbeth</i>; PBS Masterpiece <i>Macbeth</i>; Youtube clips</li> <li>• Websites: TurnItIn.com, Easybib, <a href="https://myshakespeare.com/macbeth">https://myshakespeare.com/macbeth</a></li> </ul>

		<ul style="list-style-type: none"> <li>• <i>How do words impact our perceptions?</i></li> <li>• <i>How do "structures" influence the world we perceive?</i></li> </ul>	<ul style="list-style-type: none"> <li>• Guided questions</li> <li>• Small group instruction</li> <li>• Graphic organizers</li> <li>• Compare/contrast</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Writing:</b> Scene Comparison Argument</li> </ul>	<ul style="list-style-type: none"> <li>• researchIT CT journal database, other websites (Articles)</li> </ul>
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