

General Overview

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

Unit Title	The Value of Integrity	Power and Ambition	The Philosophical Journey	The Response to Change
Unit Dates	Quarter One	Quarter Two	Quarter Three	Quarter Four
CCSS & Content Standards	<p>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.</p> <p>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.</p> <p>CC.9-10.R.L.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.</p> <p>CC.9-10.R.L.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.</p>	<p>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.</p> <p>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).</p> <p>CC.9-10.R.L.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.</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.,</p>	<p>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.</p> <p>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.</p> <p>CC.9-10.W.2.d Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>CC.9-10.W.2.f Provide a concluding statement or section that follows from or supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</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</p>	<p>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.</p> <p>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).</p> <p>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</p> <p>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> <p>CC.9-10.W.1.b Develop claim(s) and counterclaims fairly, supplying evidence for each</p>

	<p>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.</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.e 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.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</p>	<p>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.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>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>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.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).</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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	of the evidence and reasoning presented.			
Essential Questions:	<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"> • 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 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? 	<ul style="list-style-type: none"> • 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?
End-of-Unit Assessment:	<ul style="list-style-type: none"> • Seminar using short stories, <i>Antigone</i>, and a non-fiction document • In-class essay analyzing the development of complex characters in <i>Antigone</i> • “Explode a Moment” writing assignment using narrative elements for <i>To Kill a Mockingbird</i> • Analysis essay defining integrity using at least two characters – one from <i>To Kill a Mockingbird</i> and one from <i>Antigone</i> or <i>The Power of One</i> 	<ul style="list-style-type: none"> • Debate on unit themes and texts • Create a multi-genre project which integrates several elements around a common thesis: <ul style="list-style-type: none"> ○ Select a classic painting and draw important connections and distinctions to complex ideas in <i>Macbeth</i> ○ Make strategic use of digital media to develop a creative product that connects to one's original thesis and enhances one's understanding of <i>Macbeth</i> ○ Close reading of a soliloquy to develop a formal, written analysis ○ Written synthesis (two paragraphs) that creates cohesion and clarifies the relationships 	<ul style="list-style-type: none"> • Thesis-based in-class essay about <i>The Alchemist</i> • Students write two <i>This I Believe</i> essays: <ul style="list-style-type: none"> ○ one about a character from <i>Their Eyes Were Watching God</i> one asserting a personal belief • Research to address the question: What do you seek? Students must: <ul style="list-style-type: none"> ○ 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. 	<ul style="list-style-type: none"> • 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 <i>Cry, The Beloved Country</i> • Reference at least one source of literary criticism and <i>Lord of the Flies</i> to write a persuasive essay about an original thesis addressing key ideas about unit texts.

		<ul style="list-style-type: none"> • Annotated Works Consulted project using <i>Fahrenheit 451</i> and addressing the question: Why is reading important to a democracy? 		
<p>Skills:</p>	<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 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 	<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 specific details • Analyze and comprehend a text's events and an author's 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 	<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 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 	<p>Students will:</p> <ul style="list-style-type: none"> • 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 to provide an objective summary of the text • Analyze in detail how an author's ideas or claims

	<ul style="list-style-type: none"> 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 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 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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, 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 	<ul style="list-style-type: none"> 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 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 narrative
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	<ul style="list-style-type: none"> 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, 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 	<ul style="list-style-type: none"> 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 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. 	<ul style="list-style-type: none"> 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 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, 	<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 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
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	<ul style="list-style-type: none"> 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 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>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>	<ul style="list-style-type: none"> 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.
Curriculum	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> by Harper Lee 	<ul style="list-style-type: none"> <i>Macbeth</i> by William Shakespeare 	<ul style="list-style-type: none"> <i>Their Eyes Were Watching God</i> by Zora Neale Hurston 	<ul style="list-style-type: none"> <i>Cry, the Beloved Country</i> by Alan Paton

<p>Resources (textbook chapters,, novels, supplemental materials):</p>	<ul style="list-style-type: none"> • <i>To Kill a Mockingbird</i> film version • <i>Antigone</i> by Sophocles • Film: <i>The Power of One</i> • “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 	<ul style="list-style-type: none"> • <i>Macbeth</i> film excerpts • Excerpts from <i>The Prince</i> by Niccolo Machiavelli • Excerpt from <i>Julius Caesar</i> by William Shakespeare • Supplemental non-fiction readings (such as: Madoff & Armstrong) • Poetry connected to theme in <i>Macbeth</i> 	<ul style="list-style-type: none"> • <i>The Alchemist</i> by Paulo Coelho • “Two Kinds” by Amy Tan • Poems focusing on the development of beliefs • <i>This I Believe</i> essays 	<ul style="list-style-type: none"> • <i>Lord of the Flies</i> by William Golding • “Cracking Day” by Peter Atrahams • “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
<p>21st Century Skills:</p>	<ul style="list-style-type: none"> • iPads • 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"> • iPads • Use Nooodle Tools to create an Annotated Works • Consulted of sources that address the question: Why is reading important to a democracy? • Use Nooodle Tools to develop notecards 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 	<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 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 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 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.1.2 <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.1.4</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>*** <i>Standards for CFA (non-fiction) focus</i></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.

District Curriculum Map Form

Rev. April 2013

