

ENGLISH 10 CURRICULUM MAP

(UPDATED 03/12/2021)

STANDARDS	CONTENT	SKILLS	MATERIALS	ASSESSMENTS	TIMELINE
<p>Reading 1, 2, 3, 4, 6, 9</p> <p>Writing: 2</p> <p>Speaking and Listening: 1</p> <p>Language: 3a, 4, 5a, 6</p>	<ul style="list-style-type: none"> ● Reading comprehension of fiction ● Analysis of fiction ● Close reading for connotation and denotation ● Writing explanatory texts 	<ul style="list-style-type: none"> ● Cite strong & thorough textual evidence to support analysis ● Create logical inferences ● Determine central ideas within a text ● Trace character development throughout a text ● Determine meaning of words and phrases as they are used in a text ● Analyze how authors employ point of view to shape the central idea(s) ● Make connections to other texts, ideas, cultural perspectives, eras ● Write text-analysis response 	<p>Short Stories</p> <ul style="list-style-type: none"> ● “The Masque of the Red Death” ● “The Monkey’s Paw” ● “The Lottery” ● Independent reading choice from selected short stories <p>Poem</p> <ul style="list-style-type: none"> ● “Do Not Go Gentle into that Good Night” <p>CC Regents Text Analysis Rubric</p> <p>Teacher created supplemental materials</p>	<p>Test</p> <p>Quizzes</p> <p>Discussion</p> <p>Text Analysis Essay [Writing Folder Task]</p>	<p>September – October</p>
<p>Reading: 1, 2, 3, 4, 6, 7, 8, 9</p> <p>Writing: 1, 2</p> <p>Speaking and Listening: 1, 3, 4</p> <p>Language: 3, 4, 5a, 6</p>	<ul style="list-style-type: none"> ● Reading comprehension of memoir ● Analysis of memoir ● Reading comprehension of informative texts ● Analysis of informative texts ● Close reading for connotation and denotation 	<ul style="list-style-type: none"> ● Cite strong & thorough textual evidence to support analysis ● Create logical inferences ● Determine central ideas within a text ● Trace character development throughout a text ● Determine the meaning of words and phrases as they are used in a text 	<p>Night</p> <p>Poem</p> <ul style="list-style-type: none"> ● “Hangman” <p>Nonfiction: Variety of NewsELA articles</p> <p>Teacher created supplemental materials</p>	<p>Test</p> <p>Quizzes</p> <p>Discussion</p>	<p>October – November</p>

	<ul style="list-style-type: none"> • Writing explanatory text 	<ul style="list-style-type: none"> • Analyze how authors employ point of view to shape the central idea(s) • Make connections to other texts, ideas, cultural perspectives, eras • Gain historical background information via documentary and articles 			
<p>Reading: 5</p> <p>Writing: 1</p> <p>Speaking And Listening: 3</p> <p>Language: 3</p>	<ul style="list-style-type: none"> • Reading comprehension of informative texts • Writing argumentative texts • Supporting a claim with evidence • Identifying counterclaims and rebuttals 	<ul style="list-style-type: none"> • Consider how varied aspects of structure create meaning and effect the reader • Introduce precise claims, distinguish the claim from the counterclaim • Establish and organize clear relationships among claim, counterclaim, reasons and evidence • Maintain a style and tone appropriate to the writing task 	<p>Structured Recess Argument Task</p> <p>Graphic Organizer/Outline</p> <p>CC Regents Argument Rubric</p>	Argument Essay	November - December
<p>Reading: 1, 2, 3, 4, 6, 7, 8, 9</p> <p>Writing: 1, 4</p> <p>Speaking and Listening: 1</p> <p>Language: 4, 5</p>	<ul style="list-style-type: none"> • Reading comprehension of a fictional novel • Reading comprehension of informative texts • Analysis of fiction • Close reading for connotation and denotation • Historical background • Writing argumentative text 	<ul style="list-style-type: none"> • Cite strong thorough textual evidence to support analysis • Determine central ideas within a text • Analyze how and why events and ideas develop • Write informative texts to examine and convey complex ideas • Create logical inferences 	<p><i>To Kill a Mockingbird</i> (text)</p> <p><i>To Kill a Mockingbird</i> (film)</p> <p>Poem</p> <ul style="list-style-type: none"> • “I, too sing America” <p>Nonfiction: Variety of NewsELA articles Teacher created supplemental materials</p>	<p>Test</p> <p>Quiz</p> <p>Discussion</p> <p>Midyear exam (which will include/consist of a text analysis essay)</p>	December - January

		<ul style="list-style-type: none"> ● Trace character development throughout a text ● Determine meaning of words and phrases as they are used in a text ● Analyze how authors employ point of view to shape the central idea(s) ● Make connections to other texts, ideas, cultural perspectives, eras ● Gain historical information via documentary and articles 			
<p>Reading: 1</p> <p>Writing: 6, 7</p> <p>Speaking and Listening: 2, 5</p>	<ul style="list-style-type: none"> ● Reading for information ● MLA research format requirements ● Writing explanatory text 	<ul style="list-style-type: none"> ● Conduct research to answer student driven questions ● Gather relevant information from multiple sources, using advanced searches effectively ● Integrate multiple sources of information presented in diverse formats ● Make strategic use of digital media/visual 	<p>Career Research Project</p> <p>Library Resources</p> <p>Graphic Note Organizers</p> <p>Informative/Explanatory Rubric (6 point)</p> <p>Teacher created supplemental materials</p>	<p>MLA formatted Career Research Project</p> <p>Works Cited</p>	February
<p>Reading: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing: 2, 5</p> <p>Speaking and Listening: 1,5,6</p>	<ul style="list-style-type: none"> ● Reading comprehension of a fictional novel ● Reading comprehension of informative texts ● Analysis of fiction ● Close reading for connotation and denotation 	<ul style="list-style-type: none"> ● Cite strong, thorough textual evidence to support analysis ● Create logical inferences ● Determine central ideas within in a text ● Trace character development throughout a text 	<p><i>Animal Farm</i> (text)</p> <p><i>Animal Farm</i> (film)</p> <p>Poems</p> <ul style="list-style-type: none"> ● “Beasts of England” ● “Comrade Napoleon” <p>Nonfiction: Variety of NewsELA articles</p>	<p>Test</p> <p>Quizzes</p> <p>Discussion</p>	March-April

<p>Language: 3</p>	<ul style="list-style-type: none"> • Historical background • Writing argumentative text 	<ul style="list-style-type: none"> • Determine meaning of words and phrases as they are used in a text • Analyze how author's employ point of view to shape the central idea(s) • Make connections to other texts, ideas, cultural perspectives, eras • Gain historical background information via documentary and articles 	<p>Teacher created supplemental materials</p>		
<p>Reading: 5</p> <p>Writing: 1</p> <p>Speaking And Listening: 3</p> <p>Language: 3</p>	<ul style="list-style-type: none"> • Reading comprehension of informative texts • Writing argumentative texts • Supporting a claim with evidence • Identifying counterclaims and rebuttals 	<ul style="list-style-type: none"> • Consider how varied aspects of structure create meaning and effect the reader • Introduce precise claims, distinguish the claim from the counterclaim • Establish and organize clear relationships among claim, counterclaim, reasons and evidence • Maintain a style and tone appropriate to the task 	<p>Pets at Work Argument Task</p> <p>Graphic Organizer/Outline</p> <p>CC Regents Argument Rubric</p>	<p>Argument Task</p>	<p>April</p>
<p>Reading: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing: 2, 5</p> <p>Speaking and Listening: 1, 5, 6</p> <p>Language:</p>	<ul style="list-style-type: none"> • Reading comprehension of tragedy • Analysis of tragedy • Historical background • Close reading for connotation and denotation 	<ul style="list-style-type: none"> • Cite strong and thorough textual evidence to support analysis • Create logical inferences • Determine central ideas within a text • Trace character development throughout a text 	<p><i>Macbeth</i></p> <p><i>Macbeth</i> (film)</p> <p>Poem</p> <ul style="list-style-type: none"> • "Sonnet 18" <p>Teacher created supplemental materials</p>	<p>Test</p> <p>Quizzes</p> <p>Discussion</p>	<p>May - June</p>

3, 4, 5, 6		<ul style="list-style-type: none"> ● Determine the meaning of words and phrases as they are used in a text ● Analyze how authors employ point of view to shape the central idea(s) ● Make connections to other texts, ideas, cultural perspectives, eras ● Gain historical background information via documentary and articles 			
<p>Reading: 1, 2, 3, 4, 5, 6, 7, 8, 9</p> <p>Writing: 2, 5</p> <p>Speaking and Listening: 1,5,6</p> <p>Language: 3</p>	<ul style="list-style-type: none"> ● Reading comprehension ● Writing ● Close reading for connotation and annotation 	<ul style="list-style-type: none"> ● Reflect on skills covered during the school year. 	<p>Final Review:</p> <ul style="list-style-type: none"> ● Reading Comprehension (Poetry, Fiction, Nonfiction) ● Argument 	<p>Argument Task</p> <p>Literary Devices / Techniques “quiz”</p>	<p>June</p>