

ENGLISH 10 Enriched 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, 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 ● 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><i>To Kill a Mockingbird (text)</i></p> <p><i>To Kill a Mockingbird (film)</i></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>	<p>October - November</p>
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<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>	<p>Argument Essay</p>	<p>November - December</p>
<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>	<p>December</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: 3, 4, 5, 6</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 ● 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>Macbeth</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>January - February</p>
<p>Writing: W.9-10.4</p> <p>W.9-10.7</p> <p>W.9-10.8</p>	<ul style="list-style-type: none"> ● Reading comprehension of informative texts ● Research and evaluation of reliable sources ● Synthesis of information ● Writing explanatory text 	<ul style="list-style-type: none"> ● Evaluate sources and information for relevance to topic ● Compile information by paraphrasing, summarizing, and quoting the sources ● Assemble an MLA Works Cited ● Utilize in text citation appropriately ● Interpret and connect information gathered 	<p>Research Unit</p> <p>Library Resources</p> <p>Graphic Note Organizers</p> <p>Informative/Explanatory Rubric (6 point)</p> <p>Teacher created supplemental materials</p>	<p>Notes for Research Paper</p> <p>Annotated Bibliography</p> <p>MLA formatted 3 – 5 page Research Paper (background topics for literary pieces)</p> <p>Works Cited</p>	<p>February</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 ● Writing explanatory text 	<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 ● 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>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>March - April</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 Essay</p>	<p>April</p>
<p>Reading: 1, 2, 3, 4, 5, 6, 7, 8, 9</p>	<ul style="list-style-type: none"> ● Reading comprehension of a fictional novel 	<ul style="list-style-type: none"> ● Cite strong, thorough textual evidence to support analysis ● Create logical inferences 	<p>Animal Farm (text)</p> <p><i>Animal Farm</i> (film)</p>	<p>Test</p> <p>Quizzes</p>	<p>May - June</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 of informative texts ● Analysis of fiction ● Close reading for connotation and denotation ● Historical background ● Writing argumentative text 	<ul style="list-style-type: none"> ● Determine central ideas within in a text ● Trace character development throughout a text ● 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>Poems</p> <ul style="list-style-type: none"> ● “Beasts of England” ● “Comrade Napoleon” <p>Nonfiction: Variety of NewsELA articles</p> <p>Teacher created supplemental materials</p>	<p>Discussion</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: 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>