

## ENGLISH 10 MODIFIED CURRICULUM MAP

(CREATED 3/14/19)

NOTE: This map could also be used in alternating years with the English 9 curriculum map, should students be combined in a 9/10 class.

STANDARDS	CONTENT	Skills	MATERIALS	ASSESSMENTS	TIMELINE
9-10R 1-6 9-10W2 9-10SL 1-2 9-10L 3-6	<ul style="list-style-type: none"> <li>● reading comprehension skills for fiction</li> <li>● writing skills for informative/ explanatory texts</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a narrative text</li> <li>● Analyze character development</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	Texts <ul style="list-style-type: none"> <li>● “The Monkey’s Paw”</li> <li>● “The Lottery”</li> <li>● “Through the Tunnel”</li> </ul> Supplemental material <ul style="list-style-type: none"> <li>● ELA Regents exam rubric for Text Analysis Response</li> <li>● Teacher created resources</li> </ul>	Discussion  Short written responses  Quizzes—at least one on Schoology  Text Analysis Response (writing folder task)—to be submitted via Schoology	September-October (6 weeks)
9-10R 1-6,8 9-10W 2 9-10SL 1-2 9-10L 3-6	<ul style="list-style-type: none"> <li>● reading comprehension skills for memoir</li> <li>● reading comprehension skills for informative texts</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a nonfiction narrative text</li> <li>● Analyze development of real people involved in events</li> <li>● Analyze how an author unfolds an argument</li> </ul>	Texts <ul style="list-style-type: none"> <li>● <i>Night</i></li> <li>● excerpt from <i>Desert Exile</i></li> <li>● “Keep Memory Alive”</li> <li>● informational texts from Newsela</li> </ul> Supplemental material	Discussion  Short written responses  Quizzes—at least one on Schoology  Midterm—including Text Analysis Response	October-December (8 weeks)

	<ul style="list-style-type: none"> <li>● writing skills for argument</li> <li>● writing skills for informative/ explanatory texts</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>● Teacher created resources</li> <li>● Department created midterm assessment</li> <li>● ELA Regents exam rubric for Text Analysis Response</li> </ul>		
<p>9-10R 1-7</p> <p>9-10W 2,5-7</p> <p>9-10SL 2,4-6</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for informative texts</li> <li>● writing skills</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Draw evidence from informational texts to support research</li> <li>● Evaluate information for relevancy to topic</li> <li>● Analyze how content is presented in two or more formats</li> <li>● Compile information by paraphrasing, summarizing, and quoting the sources</li> <li>● Assemble a MLA Works Cited</li> <li>● Utilize in-text citation appropriately</li> <li>● Express ideas clearly and persuasively</li> </ul>	<p>Career websites</p> <p>Graphic organizers</p> <p>ELA Regents exam rubric for Writing from Sources (without all elements of argument)</p> <p>Google Docs Slides</p>	<p>MLA formatted research project—Google Docs Slide Show and presentation</p> <p>Works Cited page</p>	<p>December-January (3-4 weeks)</p>

<p>9-10R 1-4,6-9</p> <p>9-10W 1,5</p> <p>9-10SL 1,2</p> <p>9-10L 2-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for novel</li> <li>● reading comprehension skills for informative texts</li> <li>● writing skills for argument</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a novel</li> <li>● Analyze development of characters</li> <li>● Analyze how an author unfolds an analysis</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<p>Texts</p> <ul style="list-style-type: none"> <li>● <i>To Kill a Mockingbird</i></li> <li>● informational texts from Newsela</li> </ul> <p>Supplemental material</p> <ul style="list-style-type: none"> <li>● movie</li> <li>● historical websites</li> <li>● teacher created resources</li> </ul>	<p>Discussion—including use of Schoology</p> <p>Short written responses</p> <p>Argument task practice activities</p> <p>Quizzes—at least one on Schoology</p>	<p>February-March (10 weeks)</p>
<p>9-10R 1-8</p> <p>9-10W 1,5</p> <p>9-10SL 2,4</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for informative texts</li> <li>● writing skills for argument</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a claim based on textual evidence</li> <li>● Distinguish claim from counterclaims</li> <li>● Evaluate evidence to establish support for</li> </ul>	<p>ELA Regents exam structured recess argument task</p> <p>Sample argument essay</p> <p>Graphic organizers</p>	<p>Argument essay</p>	<p>April (3 weeks)</p>

		<p>claim and counterclaim</p> <ul style="list-style-type: none"> <li>● Organize ideas</li> </ul>	<p>ELA Regents exam rubric for Writing from Sources</p>		
<p>9-10R 1,2,4-6</p> <p>9-10SL 1-2</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for poetry</li> <li>● writing skills</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in a poem</li> <li>● Examine literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<p>Texts</p> <ul style="list-style-type: none"> <li>● “In Flanders Fields”</li> <li>● “The Kraken”</li> <li>● “Meeting at Night”</li> <li>● “Reapers”</li> <li>● “Metaphor”</li> <li>● “Hangman”</li> </ul> <p>Teacher created resources</p>	<p>Discussion—including use of Schoology</p> <p>Quiz</p>	<p>May (3 weeks)</p>

<p>9-10R 1-8</p> <p>9-10W 1,5</p> <p>9-10SL 2,4</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills for informative texts</li> <li>● writing skills for argument</li> </ul>	<ul style="list-style-type: none"> <li>● Develop a claim based on textual evidence</li> <li>● Distinguish claim from counterclaims</li> <li>● Evaluate evidence to establish support for claim and counterclaim</li> <li>● Organize ideas</li> </ul>	<p>ELA Regents exam pets at work argument task</p> <p>Graphic organizers</p> <p>ELA Regents exam rubric for Writing from Sources</p>	<p>Argument essay</p>	<p>May (3 weeks)</p>
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<p>9-10R 1-8</p> <p>9-10W 1-2</p> <p>9-10SL 1,2,4</p> <p>9-10L 3-6</p>	<ul style="list-style-type: none"> <li>● reading comprehension skills</li> <li>● writing skills</li> <li>● vocabulary skills</li> </ul>	<ul style="list-style-type: none"> <li>● Determine the central idea in narrative and information texts and in poems</li> <li>● Analyze character development</li> <li>● Analyze development of real people involved in events</li> <li>● Analyze how an author unfolds an analysis</li> <li>● Examine rhetorical strategies, literary elements and devices employed by authors</li> <li>● Develop a topic with relevant and sufficient textual evidence</li> <li>● Develop a claim with textual evidence</li> <li>● Distinguish claim from counterclaims</li> <li>● Evaluate evidence to establish support for claim and counterclaim</li> <li>● Organize ideas</li> <li>● Express ideas clearly and persuasively</li> <li>● Apply knowledge of language</li> <li>● Determine the meaning of unknown words using context</li> <li>● Acquire and use academic words and phrases</li> </ul>	<p>Texts—to be determined for review of skills studied during the year and needed for final exam</p>	<p>Discussion</p> <p>Short written responses</p> <p>Quizzes—at least one on Schoology</p> <p>Completed graphic organizer to review argument task</p>	<p>June (3 weeks)</p>
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