

Fairview High School Curriculum Map 2014-2015

Teacher: Fairchild
 Subject: English
 Grade: 10th

UNIT/
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RESOURCES USED

STUDENT OBJECTIVES

ASSESSMENT TYPE

	Textbooks, grammar workbooks, practice PLAN tests, worksheets I made to practice PLAN test, dry erase boards with erasers and markers, computer, document camera, TV, projector, DVD player	<ol style="list-style-type: none"> 1. List class policies and procedures 2. Define, identify, analyze, and evaluate elements of fiction: plot, character, setting, theme, point of view 3. Use correct grammar and punctuation 	Pre-assessment = Practice PLAN test Formative assessments = Practice PLAN tests, dry erase boards with questions, worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit test (and the PLAN test itself)
Intro to Reading/ Science Fiction Stories (Textbook Unit 1 Part 1)/Grammar Review (5 weeks)	<p>CORE CONTENT*:</p> <p>Reading Literature 2. Determine and analyze theme or central idea, including how it emerges, is shaped, and is refined; provide an objective summary.</p> <p>Reading Literature 3. Analyze how complex characters develop, interact, and advance plot or develop theme.</p> <p>Reading Literature 5. Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise.</p> <p>Reading Literature 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>Reading Informational Text 1. Cite textual evidence to support analysis of what the text says explicitly and implicitly.</p> <p>Reading Informational Text 2. Determine and analyze central idea, including how it emerges, is shaped, and is refined; provide an objective summary.</p> <p>Reading Informational Text 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>Reading Informational Text 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.</p>		

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	<p>Reading Informational Text 7. Analyze various accounts of a subject told in different mediums, determining which details are emphasized in each account.</p> <p>Reading Informational Text 9. Analyze seminal U.S. documents of historical and literary significance, including how they address related themes and concepts.</p> <p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>		
<p>Anthem/ Literary Analysis Essay/ Grammar Review (5 weeks)</p>	<p><i>Anthem</i> textbooks, grammar workbooks, practice PLAN tests, worksheets I made to practice PLAN test, dry erase boards with erasers and markers, computer, document camera, TV, projector, access to computer lab</p>	<ol style="list-style-type: none"> 1. Define, identify, analyze, and evaluate the following fictional elements: plot, character, setting, theme, point of view, symbol 2. Use correct grammar and punctuation 3. Compose a literary analysis essay 	<p>Pre-assessment = Practice PLAN test; <i>Anthem</i> anticipation guide</p> <p>Formative assessments = Practice PLAN tests, dry erase boards with questions, worksheets, in-class discussions, vocabulary quizzes, quizzes</p> <p>Summative assessment = Unit test (and the PLAN test itself)</p> <p>Writing Workshop: <i>Anthem</i> essay for national contest</p>
<p>CORE CONTENT*:</p> <p>Reading Literature 2. Determine and analyze theme or central idea, including how it emerges, is shaped, and is refined; provide an objective summary.</p> <p>Reading Literature 3. Analyze how complex characters develop, interact, and advance plot or develop theme.</p> <p>Reading Literature 4. Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Reading Literature 5. Analyze how an author's choices concerning how to structure a text, order events within it,</p>			

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	<p>and manipulate time create such effects as mystery, tension, or surprise.</p> <p>Writing 2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>Writing 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Writing 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Speaking & Listening 2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>Speaking & Listening 4. Present information, findings, and supporting evidence clearly, concisely, and logically; the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>Speaking & Listening 5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and</p>
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	spelling when writing.		
Poetry/ Annotating/ ACT Quality Core Introduction (4 weeks)	Copies of poems, PowerPoint on literary devices, dry erase boards with erasers and markers, computer, document camera, TV, projector, practice ACT Quality Core End-of-Course Assessments	1. Define, identify, analyze, and evaluate: form, sound devices, rhythm, figurative language, and poetic devices 2. Annotate a text	Pre-assessment = Practice End-of-Course Assessment Formative assessments = Dry erase boards with questions, worksheets, in-class discussions, vocabulary quizzes, quizzes, writing poems with literary devices Summative assessment = Unit test (and, at the end of the year, the EOC assessment)
	<p>CORE CONTENT*:</p> <p>Reading Literature 4. Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing 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>Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>		
Comma	Anthem books, grammar	1. Edit and revise a piece of writing	Pre-assessment = Comma quiz

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<p>Review/ Submit <i>Anthem</i> essays (3-4 weeks)</p>	<p>workbooks, worksheets, dry erase boards with erasers and markers, computer, document camera, TV, projector, access to computer lab</p>	<p>2. Write using correct punctuation</p>	<p>Formative assessments = Dry erase boards with questions, worksheets, in-class discussions, vocabulary quizzes, quizzes, writing poems with literary devices Summative assessment = Unit test and national <i>Anthem</i> essay contest</p>
<p>CORE CONTENT*: Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing 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. Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p>			
<p><i>The Alchemist</i> Short Story (7 weeks)</p>	<p>Kindles (with <i>The Alchemist</i> e-book on them), computer, document camera, TV, projector, access to computer lab, worksheets I made, supplies to make mandalas</p>	<p>1. Define, identify, analyze, and evaluate the following fictional elements: plot, character, setting, theme, point of view, symbol 2. Define, identify, and analyze the stages of a hero's journey short story 3. Write a hero's journey short</p>	<p>Pre-assessment = <i>The Alchemist</i> anticipation guide Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit test and short story</p>

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		story, focusing on “showing, not telling” 4. Respond to a text 5. Make connections between a text and something else	
Hamlet/ Literary Interpretation Essay (6)	Kindles (to read the side-by-side <i>Hamlet</i> on SparkNotes), computer, document camera, TV, projector, access to	1. Define, identify, analyze, and evaluate elements of drama 2. Define, identify, analyze, and evaluate iambic pentameter,	Pre-assessment = <i>Hamlet</i> anticipation guide Formative assessments = Worksheets, in-class discussions, vocabulary quizzes,

CORE CONTENT*:
 Reading Literature 3. Analyze how complex characters develop, interact, and advance plot or develop theme.
 Reading Literature 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.
 Reading Literature 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems.
 Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
 Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 Writing 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.
 Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.
 Speaking & Listening 5. Make strategic use of digital media in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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<p>weeks)</p>	<p>computer lab, worksheets I made, movie versions of <i>Hamlet</i> on YouTube, props to act out final scene</p>	<p>soliloquy, aside, prose, verse, pun, tragedy, tragic hero</p>	<p>quizzes, Shakespeare/<i>Hamlet</i> background info group project Summative assessment = Unit test and literary interpretation essay</p>
<p>CORE CONTENT*: Reading Literature 2. Determine and analyze theme or central idea, including how it emerges, is shaped, and is refined; provide an objective summary. Reading Literature 3. Analyze how complex characters develop, interact, and advance plot or develop theme. Reading Literature 9. Analyze how an author draws on and transforms source material in a specific work. Writing 1. Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Writing 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. Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. Writing 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. Writing 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. Language 3. Apply knowledge of language to understand how language functions in different contexts, to make</p>			

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<p>“Choose Your Own Book” Unit (2 weeks)</p>	<p>Library books/e-books (students choose these), Kindles, computer, document camera, TV, projector, worksheets I made</p>	<ol style="list-style-type: none"> 1. Define, identify, analyze, and evaluate the following fictional elements: plot, character, setting, theme, point of view, symbol 2. Respond to a text 3. Make connections between a text and something else 4. Create higher-level thinking questions on a test 	<p>Pre-assessment = None (there is no common book that all students are reading) Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes Summative assessment = Unit test (student made)</p>
	<p>CORE CONTENT*: Reading Literature 2. Determine and analyze theme or central idea, including how it emerges, is shaped, and is refined; provide an objective summary. Reading Literature 3. Analyze how complex characters develop, interact, and advance plot or develop theme. Writing 1. Write arguments to support claims in an analysis of substantive topics or text, using valid reasoning and relevant and sufficient evidence. Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate</p>		

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	<p>to task, purpose, and audience.</p> <p>Writing 7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>Writing 8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>Language 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>Speaking & Listening 2. Integrate multiple sources of information presented in diverse media or formats evaluating the credibility and accuracy of each source.</p> <p>Speaking & Listening 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> <p>Speaking & Listening 4. Present information, findings, and supporting evidence clearly, concisely, and logically; the organization, development, substance, and style are appropriate to purpose, audience, and task.</p>		
<p>Quality Core English Test/ On-Demand writing practice (3 weeks)</p>	<p>Grammar workbooks, practice EOC assessments, practice ODW prompts, dry erase boards with erasers and markers, computer, document camera, TV, projector</p>	<ol style="list-style-type: none"> 1. Review literary elements and test-taking tips for the EOC assessment 2. Review annotating 3. Review 3.5 essay for On-Demand writing 	<p>Pre-assessment = Practice EOC assessment</p> <p>Formative assessments = Worksheets, in-class discussions, vocabulary quizzes, quizzes, question with dry erase boards, practice ODW</p> <p>Summative assessment = The actual EOC</p>

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			assessment and ODW
	<p>CORE CONTENT*:</p> <p>Reading Literature 4. Determine the meaning of words and phrases, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone.</p> <p>Reading Literature 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems.</p> <p>Reading Informational Text 1. Cite textual evidence to support analysis of what the text says explicitly and implicitly.</p> <p>Reading Informational Text 2. Determine and analyze central idea, including how it emerges, is shaped, and is refined; provide an objective summary.</p> <p>Reading Informational Text 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>Reading Informational Text 4. 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.</p> <p>Reading Informational Text 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.</p> <p>Reading Informational Text 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>Writing 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>Writing 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new</p>		

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	<p>approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Writing 6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products.</p> <p>Language 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p>
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* The following Core Content standards will be addressed in each unit:

Reading Literature 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing 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.

Speaking & Listening 1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 9–10 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.

Speaking & Listening 6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Language 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Language 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

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Language 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

Language 6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.