

English I Curriculum Map

Disclaimer: This map is for both English I and Honors English I. The expectation is that Honors English I is able to explore more and dig deeper. They should do more than just one novel throughout the course of the semester whether it be independent reading or whole class reading. While CP English I should focus on constructing clear, coherent paragraphs, Honors English I should introduce the literary analysis essay.

Pervasive Standards:

Reading Informational.9-10.10 By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Reading Literature.9-10.10 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.

Writing.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Writing.9-10.10 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 and Listening. 9-10.1 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.

Language.9-10.6 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.

Unpacking Pervasive Standards:

Throughout English I,

1. students should be reading complex informational and literary texts.
2. students should be pulling appropriate textual evidence to prove claims.
3. students should frequently write pieces for varying lengths, tasks, purposes, and audiences.
4. students should constantly be participating in small and large group discussions.
5. students will be working to establish a better literary vocabulary in order to more efficiently analyze texts and give them a basis for later high school English courses.

Unit 1 Title: Introduction to Nonfiction

Time Frame: 5 Days

Informational Texts should be pulled in during every unit of study.

Essential Questions

- How does one determine and prove the central idea of a piece of nonfiction?
- What does a writer do to make an argument more effective?

Vocabulary

Author's Purpose	Bias
Theme	Counterargument
Tone	Fallacy
Diction	Point of View
Denotation	Emotional Appeal
Connotation	Logical Appeal
Objective	Rhetorical Question
Subjective	Figurative vs. Literal Language

Standards

Reading-Informational:

9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.2 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.

9-10.5 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).

9-10.8 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.

Writing:

9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.2 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.

Speaking and Listening:

9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Language:

9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.3 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.

Unpacking Standards: Progression

1. Students should be introduced to informative, argumentative, and narrative nonfiction during this brief introductory unit.
 2. Introduce students to a nonfiction piece and begin to look for how the author builds the text through diction, structure, point of view, tone, etc.
 3. Teach students how to annotate a text to better understand how authors compose meaningful pieces. Teaching students purposeful annotation is key here.
 4. Take those annotations and begin to write a constructed response that makes a clear argument about author's purpose or central idea. The constructed response should begin with a topic sentence that states the claim. The student should begin practicing pulling and incorporating appropriate textual evidence to prove the argument.
 5. Student should then be given other pieces to continue to practice close reading skills and purposeful annotation. There are resources in the folder for help with these skills.
- ★ The expectation is that informational texts should be pulled into every unit and these skills should be constantly reinforced throughout the semester.

Unit 2 Title: Short Stories

Time Frame: 15 Days

Essential Questions

- How do writers create stories that engage the reader?
- What are the components of a narrative?
- How does one determine and prove the theme of a piece?

Vocabulary

Mood

Plot diagram (Exposition, Rising Action, Climax, Falling Action, Resolution/Denouement)

Point of View (1st person, 3rd person limited, 3rd person omniscient)

Irony (Situational, Dramatic, Verbal)

Characterization (Direct vs. Indirect, Protagonist, Antagonist, Round, Flat, Dynamic, Static)

Conflict (Internal and External Conflict)

Symbolism

Standards

Reading Informational:

9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.2 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.

Reading Literature:

9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

9-10.3 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.

Writing

9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.2 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.

9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

9-10.5 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.

Language

9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unpacking Standards: Progression

1. Students will be introduced to literary texts in this unit in the form of the short story. Pieces should be chosen based on their ability to best help enhance students ability to understand these new literary devices (listed above).
2. Students should begin tracing themes through a story and how the writer develops those themes.
3. Plot should not be a new concept for students, but it should be reviewed and students should begin working on how to analyze the plot of a short story.
4. Students should be working on close reading skills and how to annotate a longer text.
5. Students should focus on characterization within different texts and how those characters contribute to the story thematically.
6. Students should continue to write constructed responses where they must use appropriate textual evidence to support their claims in order to better understand author's craft.
7. Students should be held accountable for grammar, usage, and mechanics in their writing.
8. If students are struggling with the basic rules of language, mini-lessons should be taught to help reinforce these expectations.
9. Students should be learning how to edit and revise their own writing as well as working on peer-editing skills (which will help them in editing their own writing).

Unit 3 Title: Novel

Time Frame: 20 Days

Essential Questions

- How does a novel become a classic?
- How do novels shape or reflect society and culture?
- How do we develop and support a thesis in our writing?
- How do we determine if a source can be helpful?

Vocabulary

Allusion Dialect Euphemism Flashback	Foreshadowing Idiom Inference
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Standards

Reading Informational:

9-10.6 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.

9-10.9 Analyze seminal U.S. documents of historical and literary significance including how they address related themes and concepts.

Reading Literature:

9-10.2 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.

9-10.5 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.

Writing:

9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.2 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.

9-10.7 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.

9-10.8 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.

Speaking and Listening:

9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

Language:

9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.4 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.

Unpacking Standards: Progression

1. Students will conduct research on the background or concepts surrounding the novel while focusing on understanding what constitutes a credible versus a biased source.
2. Students will examine how a text is structured by the author.
3. Students will focus on the differences in figurative, connotative, and the technical meaning of words and how the author's word choices and the influence on the text's tone.
4. Students will begin analyzing narrator's point of view and the impact this has on the text.
5. A heavy emphasis in this unit should be on characterization and how specific characters develop over the course of a text. Students should be connecting those character's development with the progression of the plot and the themes of the novel.
6. Students will continue working on identifying theme but will begin looking at how two or more themes are developed over the course of a novel and how to prove those themes through different literary devices.
7. Students will then analyze and compare a U.S. document and how it relates with similar themes and concepts from the text.
8. Students will begin to form an argumentative paper that supports their analysis of the text, using supporting claims. Students should be held responsible for grammar, word usage, and writing techniques throughout the writing process.
9. Students will use different forms of research to complete their argumentative paper. When completing their research, students will need to synthesize information by combining parts from different sources.

Unit 4 Title: Drama - Shakespeare

Time Frame: 15 Days

Essential Questions

- How can we use reading strategies to help us understand the language and syntax used by Shakespeare?
- Why is Shakespeare still relevant in today's society?
- How can paraphrasing and summarizing help us to better understand complex texts?

Vocabulary

Soliloquy

Figurative Language - Simile, Metaphor, Pun, Oxymoron, Paradox

Foils

Blank Verse

Shakespearean Sonnets

Tragedy

Iambic Pentameter

Standards

Reading Informational:

9-10.3: 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.

9-10.5: 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).

9-10.8: 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.

Reading Literature:

9-10.4: 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).

9-10.7: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

9-10.9: Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Writing:

9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.2: 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.

Speaking and Listening:

9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when

indicated or appropriate.

Language:

9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Unpacking Standards: Progression

1. Students will be introduced to Elizabethan times and the life of William Shakespeare in order for them to understand the historical context of the play.
2. Students need help understanding why Shakespeare's writing is held above many others. Starting with the Prologue of Act I or another sonnet will help to give them an appreciation for the complexities of iambic pentameter as well as introduce them to Shakespeare's language.
3. While reading the play, emphasis should be placed on figurative language and how that contributes to characterization.
4. Shakespeare uses allusions throughout his work and students need to see how he purposefully chose these allusions to aid in characterization and/or thematic development.
5. Students should also compare Shakespeare's original text with other mediums (film, song, and/or poetry) in regards to key scenes of the play.
6. Students should explore why Shakespeare's works are considered timeless.
7. Students should continue working on constructed responses and using appropriate textual evidence to prove a claim.

Unit 5 Title: Poetry

Time Frame: 5 Days

Essential Questions

- How does a poet's style affect our reactions to and our understanding of a poem?
- How and why do some poets ignore or modify conventional English rules for effect?
- How does poetry speak truths about society?

Vocabulary:

3 Types of Rhyme (end, slant, internal) Lyric Poetry vs. Narrative Poetry Free Verse Alliteration Assonance	Onomatopoeia Hyperbole Cacophony Euphony
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Standards

Reading Informational:

9-10.4: 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 (e.g., how the language of a court opinion differs from that of a newspaper).

Reading Literature:

9-10.4: 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).

Writing:

9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.6: 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.

Speaking and Listening:

9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Language:

9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.3: 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.

9-10.5: Demonstrate understanding of figurative language, word relationships, & nuances in word meanings.

Unpacking Standards: Progression

1. Students will be introduced to reading and annotating poetry in this unit.
2. Students will be taught common figurative language techniques (alliteration, assonance, hyperbole, personification, etc) through the use of poetry . Some of the ideas will not be new, but should be reviewed for a full understanding.
3. After understanding figurative language techniques, students will focus on different poetry components through completing poetry analysis (rhyme schemes, poetic form, sound, tone, diction, literal/symbolical meaning, etc).
4. Students should really delve into a poet's use of diction in regards to connotative and denotative meanings and how that word choice contributes to the meaning of the work as a whole.
5. This poetry analysis should transfer into constructed responses in proving a poem's theme, tone, or mood through literary devices.
6. During this unit, students should share independent or collaborative writing digitally. This could be in the form of constructed responses or the creation of their own poetry.
7. Informational texts still need to be used here. A great place to use them is with a first hand account of a similar topic to a poem.
Examples: "I Wandered Lonely as a Cloud" (Wordsworth) and Dorothy Wordsworth's Journal Entry from April 15, 1802; "Ballad of Birmingham" (Randall) and an article on the same topic

Unit 6 Title: Epic

Time Frame: 15 Days

Essential Questions

- How do various cultures reward/recognize their heroes?
- What makes an effective narrative?
- What connections can be made between ancient epics and popular culture?

Vocabulary

Epic Epic Hero Homeric/Epic Simile Archetype	Hero's Journey Epithet Frame Story
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Standards

Reading Informational:

9-10.7: 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.

Reading Literature:

9-10.5: 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.

9-10.6: 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.

Writing:

9-10.1: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Speaking and Listening:

9-10.5: 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.

Language:

9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

9-10.5: Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Unpacking Standards: Progression

1. Students will be re-introduced to Greek mythology as well as learn the basics conventions of an epic (invocation, en medias res, Homeric/epic simile, epithet)
2. Teachers are not expected to read the entire epic, but instead students should be

honing their close reading/annotating skills in important passages of the epic.

3. Students should trace the development of an epic hero in order to compare to heroes in today's society.
4. During this unit, it is important for teachers to help students see what makes a narrative engaging because students need to write their own narrative during this unit.
5. Students should also use digital media for a presentation during this unit where students must pay careful attention to purposeful use of digital media in order to better engage an audience. It is important for students to begin working on presentation skills in order to begin preparing for their graduation project.