

Curriculum Mapping

Matthew Farfaglia (Grade 10, English Language Arts)

	Time period	Focus Standard	Assessment	Essential Question	Resources	Differentiation
Unit 1: This I Believe	3 weeks	9-10W3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Students will write a personal essay focused on a belief or insight about life that is significant to the writer.	-How have your experiences shaped, challenged, or altered your beliefs? -What are the elements of narrative technique that make writing engaging?	-Anticipation guide -Model essays (both physical copies and audio recordings) -Rubric ("This I Believe")	-Students are able to choose their writing topic. -Word processing is optional. -Students may record a reading of their essay for extra credit.
Unit 2: Twelve Angry Men	4 weeks	9-10R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. In literary texts, analyze how complex and/or dynamic characters develop, interact with other characters, advance the plot, or develop a theme.	-Character analysis paragraph focusing on one juror and one trait he possesses - <i>Twelve Angry Men</i> test (multiple choice, matching, and short answer questions)	-What is justice? -What is the role of a jury? -How can prejudice and intolerance affect the jury's deliberation process?	- <i>Twelve Angry Men</i> text -1957 film (DVD) -Character analysis outline, graphic organizer, and model paragraphs	-The entire play is read and/or acted out in class, with students choosing their own roles.
Unit 3: Poetry and Rhetorical Analysis	3 weeks	9-10L3: Apply knowledge of language to understand how language functions in different contexts 9-10R1 9-10R6 9-10W2	-Poetic device paragraph focusing on a specific device used in a poem -Rhetorical analysis of the speech, "Congratulations, By the Way" by George Saunders	-How do authors use language to create meaning? -What does it mean to "interpret" a text?	-Poetry terms and devices notes -Various short poems (handouts) -Transcript of the speech by George Saunders -SOAPStone graphic organizer	-The speech will be read in class, and we have an opportunity to listen to an audio version. -Graphic organizers will help scaffold analysis.

Curriculum Mapping

<p>Unit 4: To Kill a Mockingbird</p>	<p>8 Weeks</p>	<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details</p> <p>9-10R4 9-10R7 9-10W2</p>	<p>-Reading quizzes and chapter responses -Thematic Essay focusing on one theme developed throughout the text -Spine Poem -Creative project</p>	<p>-How do you define courage? -How does society influence and shape individuals? -How can we practice and teach tolerance and acceptance on a daily basis?</p>	<p>-<u>To Kill a Mockingbird</u> texts -1962 film (DVD) -Anticipation guide -Handouts for vocabulary development and chapter responses -Models of past student work</p>	<p>-Focus questions will help guide students' reading experience -Film clips and comparisons will aid comprehension for visual learners -Vocabulary instruction to familiarize students with new language</p>
<p>Unit 5: Argumentation</p>	<p>6 Weeks</p>	<p>9-10W1: Write arguments to support claims that analyze substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p>	<p>-Students will write a source-based argumentative essay on a specific topic (which will vary from year to year).</p>	<p>-What is the difference between argument and persuasion? -How do authors use language to craft effective arguments?</p>	<p>-Model essays (both professional and student work) -Readings (at least 4 texts related to the focus topic)</p>	
<p>Unit 6: Animal Farm</p>	<p>5 Weeks</p>					
<p>Unit 7: Descriptive Writing</p>	<p>2 Weeks</p>					

Curriculum Mapping

Unit 8: Short Stories	3 Weeks						
Unit 9: <u>Lord of the Flies</u>	6 Weeks						