**10th Grade: Literature and Composition**

**Semester 1**

**Curriculum Map 2017-2018**

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| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 1: We Can Be Heros**  **What are the qualities of a hero? What do the characteristics of heroes teach us about the cultures in which they were created?**  • Show how character interactions and development create emergent central ideas within texts –  • Show how authors’ structural choices develop the central idea of texts.  • Development and incorporation of appropriate domain specific vocabulary –  • Effective creation of a claim  • Textual annotation to support comprehension and analysis  • Construction of a multi-paragraph response on central idea  • Reading comprehension and close reading skills. | **Big Idea / Unit Goal:** The goal for this unit is to analyze and explore the theme of We Can Be Heroes across literary and informational texts with an in-depth focus  **Tools for Analysis**  • I can use text evidence. (RL.9-10.1, RI.9-10.1)  •I can determine theme and/or central idea. (RL.9-10.2, RI.9-10.2)  • I can analyze characters. (RL.9-10.3)  • I can use context to find the meanings of words and phrases. (RL.9- 10.4, RI.9-10.4)  • I can analyze how an author presents information for purpose. (RI.9-10.3)  • I can write using correct organization and style for my task and audience. (W.9-10.4)  • I can use the writing process to strengthen my writing. (W.9-10.5)  •I can use technology to gather texts, produce writing, and communicate with peers. (W.9-10.6)  • I can write appropriately to a range of both short and extended tasks. (W.9- 10.10)  • I can collaborate with others effectively and appropriate to task. (SL.9-10.1)  • I can analyze information presented in media formats. (SL.9- 10.2)  •I can correctly spell, punctuate, and capitalize. (L.9-10.2)  • I can use context and other strategies to determine and clarify word meaning. (L.9- 10.4)  **Main Texts: Short Story**  1.*The House on Mango Street* by Sandra Cisneros  2.“The Monkey's Paw” by W.W. Jacobs  3. “The Bridegroom” by Alexander Pushkin 4.“Cupid and Psyche” by Lucius Apuleius  5. “Ashputtle” by Jakob and Wilhelm Grimm  6. "The Conductorette" by Maya Angelou 7.“Beauty and the Beast”  8. “Sleeping Beauty” 9.“The Myth of Daedalus and Icarus”  10.“A Radical Female Hero from Dystopia” from New York Times 11."The Weary Blues" by Langston Hughes  12."All" by Bei Dao  13."Also All" by Shu Ting  **Informative/Explanatory**  Compare and contrast two heroes from the texts we have read. What do their characteristics teach us about their cultures?  • Compare and contrast a hero from our reading to a real-life hero. What do their characteristics teach us about their cultures?  • After reading "Cupid and Psyche" and "Narcissus and Echo," compare and contrast the characteristics of myths and heroes using textual evidence.  • Read Ashputtle and either "The Conductorette" or "Marian Anderson." Compare and contrast how the authors develop the characteristics of female heroes | **Priority Standards**  • RI1, RL2, RL4, RL6  • RI1, RI2  • W2, W8  **Support Standards:**  • RL3, RL7  • RI3, RI5  • W1, W3, W7 | Bissinger, H.G. “Dreaming of Heroes,” from Friday Night Lights  ● Machiavelli, Niccolo. The Prince  ● Morrison, Toni. Song of Solomon  ● Tan, Amy. “Two Kinds,” from The Joy Luck Club  ● Tan, Amy. “Rules of the Game,” from The Joy Luck Club  ●”Cask of Amontillado” Edgar Allan Poe  ●”The Necklace” Guy de Maupassant  ● Lamb to the Slaughter Ronald Dahl  ●The Most Dangerous Game Richard Connell  ●The Scarlet Ibis James Hurst  ●Thank You Ma’m Langston Hughs  ●The Interlopers by Saki  **Poetry**  ● Eliot, T.S. “The Lovesong of J. Alfred Prufrock”  ● Frost, Robert. “Home Burial”  ● Marlowe, Christopher. “The Passionate Shepherd to his Love”  ● Raleigh, Walter. “The Nymph’s Reply to the Shepherd.”  ● Shamlu, Ahmad. “In This Blind Alley”  ● Soyinka, Wole. “Telephone Conversation”  ● Tagore, Rabindranath. “Freedom” Freedom-by-Rabindranath-Tagore  ● Truth, Sojourner. “Ain’t I a Woman”  ● Walker, Alice. “Women”  ● Williams, William Carlos. “Raleigh was Right” |
| **Essential Question and Main Ideas** | **Content** | **Standards** | **Supplemental Resources** |
| **Unit 2: Survival, Leadership, and Loss of Innocence**  **What does it take to survive? Are human beings inherently evil? What does it mean to be a good leader?**  Key protocols for close reading: -  •Analysis of poetry (understanding and application of Literary elements and techniques) -informational texts  •Recognize rhetoric and the development of argument –  •Understand authors’ development of claims, evidence and reasoning.  •Development and incorporation of appropriate rhetorical vocabulary  •Textual annotation to support comprehension and analysis -Short text based responses  •Several multi-paragraph responses reflecting on authors’ purpose, style and meaning.  •Development of claim to incorporate supporting evidence (relevant facts, details, quotations) | **Big Idea/Unit Goals**  The goal for this unit is to analyze and explore the theme of Survival, Endurance, and the Loss of Innocence across literary and informational texts  **Tools for Analysis**  •I can cite textual evidence. (RL.9-10.1)  • I can analyze character development. (RL.9-10.3)  • I can analyze how words impact meaning. (RL.9-10.4)  • I can analyze how an author uses source material. (RL.9- 10.9)  • I can evaluate an argument for validity. (RI.9-10.8)  • I can analyze U.S. documents for literary significance. (RI.9- 10.9)  •I can write clear, well supported arguments using claims, evidence, and counterclaims. (W.9-10.1)  •I can conduct task appropriate research and synthesize information from multiple sources. (W.9-10.7)  • I can evaluate and use research effectively and ethically. (W.9-10.8)  • I can draw evidence from texts to support analysis, reflection, and research. (W.9-10.9)  • I can write appropriate to a range of tasks. (W.9-10.10)  • I can present information orally that is clear and logical to task. (SL.9-10.4)  • I can use appropriate language in both formal and informal circumstances. (SL.9-10.6)  **Main Texts:**  *1. Lord of the Flies*  3. Fairy Tales "Goldilocks and the Three Bears" and "Little Red Riding Hood"  3.“Do Not Go Gentle into that Good Night” 4."Contents of the Dead Man's Pocket" 5."Swimming to Antarctica"  6. "Surviving High School" informational text- copies for every student 7."Understanding the Human Herd Mentality"  8."Are Humans Hard Wired to Survive?" 9.Aesop's “The Ant and the Grasshopper” • "The Masque of the Red Death"  **Informative and Explanatory**  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. | **Priority Standards:**  • RL2, RL3, RL5, RL9  • W1  • L1  **Support Standards:**  • RL1, RL4  • RI1, RI8  • W3  • L2, L3 | **Non-Fiction**  Alvarez, Julia. “A Genetics of Justice.” Something To Declare: Essays.  ● King, Martin Luther, Jr. “Letter from Birmingham Jail”  ● Memmott, Mark. “Remembering To Never Forget: Dominican Republic’s ‘Parsley Massacre.’”  ● Reagan, Ronald. “First Inaugural Address”  ● Roosevelt, Eleanor. “On the Adoption of the Universal Declaration of Human Rights.” American Rhetoric, 2001–2014.  ● Stanton, Elizabeth Cady. “Seneca Falls Declaration.”  ● The Universal Declaration of Human Rights. The United Nations, 2014.  ● White, E.B. “Death of Pig.”  ● Yousafzai, Malala. “Address to the United Nations Youth Assembly.” A World at School.  **Film**  *Castaway*  *Pscyco* |