

Carter County High School English 1 Curriculum Maps 2012-2013

Unit Title/Length Essential Questions	Fiction: Novels, Short Stories, Poems, Drama	Non-Fiction and Visual Literacy	KCAS Standards/CCR
<p>Unit 1: 4 weeks</p> <p>What is the nature of power and how do people use it?</p> <p>QC Benchmark 1: Fiction</p>	<p>Novels:</p> <ul style="list-style-type: none"> Animal Farm <p>Short Stories:</p> <ul style="list-style-type: none"> <i>Harrison Bergeron</i> – Kurt Vonnegut (McDougall and Prentice Hall) <i>The Secret Life of Walter Mitty</i>—James Thurber (www.all-story.com/issues.cgi?action=show_story) Excerpt from <i>Lost in Translation</i> -- Eva Hoffman (Holt) <i>Helen on 86th Street</i>—Wendi Kaufman (Holt, Elements of Literature) <i>Eveline</i>—James Joyce (www.scribd.com/doc/6547269/Eveline-James-Joyce) <i>The Lesson</i>—Toni Bamba (www.esubjects.com/.../english_one/unit_two/pdf/TheLesson.pdf) <p>Poems:</p> <ul style="list-style-type: none"> <i>Phenomenal Woman</i>—Maya Angelou (www.poemhunter.com/) <i>A Voice</i>—Pat Mora (Prentice Hall) <i>Dreams</i>—Langston Hughes (Prentice Hall) <i>A Dream Deferred</i>—Langston Hughes (Prentice Hall) <i>Song of Myself</i>—Walt Whitman (www.poets.org/) <i>As I Grew Older</i>—Langston Hughes 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> Selections from <i>The House on Mango Street</i> –Sandra Cisneros <i>Publicly Private and Privately Public: Social Networking on YouTube</i>—Patricia G. Lange (http://jcmc.indiana.edu/vol13/issue1/lange.html/) <i>Public by Default, Private When Necessary</i>—Danah Boyd (http://dmlcentral.net/blog/danah-boyd/public-default-private-when-necessary/) <i>Cultural Identity</i>—Radhika D. (http://www.teenink.com/opinion/all/article/10613/Cultural-Identity/) <i>Carry Your Own Skis</i>—Lian Dolan (Prentice Hall) <i>Mexicans in America</i>—Richard Rodriguez (http://brainstorm-services.com/wcu-2004/sorrowful-woman.pdf) <p>Visual Media:</p> <ul style="list-style-type: none"> NPR article that uses music as form of language (Joy Luck Club) (http://www.npr.org/templates/story/story.php?storyId=89943080&sc=emaf) Critical essay on Ayn Rand’s philosophy and art (http://www.liberalia.com/htm/cm_rand_aesthetics3.htm) Amy Tan podcast about art (http://www.arts.gov/artworks/?tag=amy-tan) Identity Map (http://brainstorm-services.com/wcu-2004/identity.html) Song: <i>Hurt</i> – Johnny Cash (www.lyrics.com) <i>Developing Your Own Identity</i>-short video testimonies from teens about how their identities have been affected by high school (www.ket.unitedstreaming.com) <i>The Threat of Loss of Cultural ID</i> (www.ket.unitedstreaming.com) <i>A Class Divided</i> video series by Frontline (true story of a teacher who divided her 3rd grade class into “blue eyes” and “brown eyes” to teach a lesson on discrimination and how it shapes identity) (www.pbs.org/wgbh/pages/frontline/shows/divided) Art—Dali (www.dali-gallery.com/) Song- <i>I am a Rock</i>— Simon and Garfunkel (www.lyrics.com) Song- <i>Solitary Man</i>— Neil Diamond (www.lyrics.com) 	<p>Literature</p> <p>RL 9-10.1 RL 9-10.2 RL 9-10.3</p> <p>Informational</p> <p>RI 9-10.1 RI 9-10.2 RI 9-10.3</p> <p>Writing</p> <p>9-10.3</p> <p>Speaking and Listening</p> <p>9-10.1 9-10.6</p> <p>Language</p> <p>9-10.1 9-10.2</p> <p>Quality Core Standards</p> <p>A: 5c, 6b, 6c, 5h, 5e, 3a, 5a, 8d, 5f,</p> <p>B: 2a, 3c,3b, 4a-f</p>

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	(www.oldpoetry.com/)		
Extra Reading/ Differentiated Texts	<p>Short Stories</p> <ul style="list-style-type: none"> • <i>A Sorrowful Woman</i>—Gail Godwin (http://brainstorm-services.com/wcu-2004/sorrowful-woman.pdf) • <i>The Possibility of Evil</i>—Shirley Jackson (Prentice Hall) • <i>The Open Window</i>—Saki (Prentice Hall) • <i>Cask of Amontillado</i>—Edgar Allen Poe (Prentice Hall) <p>Poems</p> <ul style="list-style-type: none"> • <i>Alone</i>—Maya Angelou (www.poets.org/) • <i>I'm Nobody. Who are you?</i>—Emily Dickinson (www.poemhunter.com/) • <i>The High School Identity Dilemma</i>—Nada N (http://www.teenink.com/poetry/all/article/21387/The-High-School-Identity-Dilemma/) • <i>Richard Cory</i>—Edwin Arlington Robinson (www.poemhunter.com/) • <i>I Wandered Lonely as a Cloud</i>—William Wordsworth (Prentice Hall or www.poemhunter.com/) • <i>God Says Yes to Me</i> – Kaylin Haught (www.loc.gov/poetry.180.126.html) 		
Unit 1: Reading Focus	<ul style="list-style-type: none"> • Post-it Insert Strategy: Students use post-its to identify and explain textual evidence to support conclusions. (RL-9-10.1, RI-9-10.1) Reader as needed, paraphrasing, modeling • Use a T-chart to show textual evidence and what conclusions are drawn (RL-9-10.1, RI-9-10.1) Direct instruction in use of graphic organizer, highlighting, reader as needed, paraphrasing • Create an ongoing annotated bibliography for each book you complete this year. (RL-9-10.1, RI-9-10.1) Direct instruction in journaling, modeling of annotated bibliography, modeling, guided practice and repetitive practice. • Track themes on different colored index cards. Write quotes and explanations on cards. Be sure to indicate the chapter/page, etc. Can also be a graphic organizer or be kept in notebook. (RL-9-10.2, RI-9-10.2) Direct instruction, modeling and repetitive practice. • Chart/tally reoccurring words/phrases/images and use to discuss the development of theme (RL-9-10.2, RI-9-10.2, SL-9-10.1, L-9-10.1) Use of journals/notebooks, direct instruction in idea development • Students choose one word that they feel best describes the theme and then track evidence from the text using an idea web. Have students summarize the development of the text at the bottom of the web. (RL-9-10.2, RI-9-10.2) Direct instruction in graphic organizer, reader as needed, verbal summarization transferred to written summarization • Select a theme/central idea and create a timeline of how it is developed over the text. (RL-9-10.2, RI-9-10.2) Provide bank of story events, Reader as needed, paraphrasing, modeling • Somebody Wanted But So: develop an objective summary (http://www.read180.00freehost.com/docs/org1.pdf) (RL-9-10.2, RI-9-10.2) Reader as needed, highlighting, verbal summarization transferred to written summarization, scribe as needed 		

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	<ul style="list-style-type: none"> • Plot diagram (http://www.readwritethink.org/classroom-resources/student-interactives/plot-diagram-30040.html) to identify main events of the plot in order to write a text summary. (RL-9-10.2, RI-9-10.2) Scribe as needed, Direct instruction in determining importance, Highlighted material • Use symbols to represent various themes. This can be a scavenger hunt, show and tell, or students' art. (RL-9-10.2, RI-9-10.2) Extended time, modeling, visual strategies • *Students analyze in detail the theme of leadership and power in <i>Animal Farm</i>. Students search the text for specific details that show how the theme emerges and how it is shaped and refined over the course of the novel. (RL-9-10.2). NOTE: modify this prompt as appropriate to fit any major text. Highlighting, reader as needed, think aloud, direct instruction in relating new to known information <p><u>Graphic Organizers</u> (http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingReading.pdf)</p> <ul style="list-style-type: none"> • Students will complete graphic organizers in which characters are revealed by: their actions, their speech, how other character relate to them, by internal monologues (thoughts) and physical description. (www.heinemann.com/products/E02157.aspx) (RL-9-10.3) • STEAL (Speech, Thoughts, Effect on others, Actions, Looks) mnemonic device to examine indirect characterization (RL-9-10.3) • Characters' Relationship Organizer (RL-9-10.3) • Characters' Problems Organizer (RL-9-10.3) • Character Arc (http://www.heinemann.com/products/E02157.aspx) helps students organize character development (RL-9-10.3) • Create a timeline to analyze how an author unfolds a series of events (chronological organizational pattern) (RI-9-10.3) • Venn diagram: to show compare and contrast organizational pattern. (RI-9-10.3) • Cause and Effect graphic organizer: to show cause and effect organization pattern. (RI-9-10.3) • Idea web: to show classification, order, or order of importance. (RI-9-10.3) Following modification are intended for all graphic organizer activities: modeling, word banks, direct instruction in use of graphic organizers, scribe as needed, reader as needed
<p>Unit 1: Writing Focus</p>	<ul style="list-style-type: none"> • Give some examples of dialogue from your independent reading today? What does that reveal about your character? (W-9-10.3, RL-9-10.1, RL-9-10.3) Highlighting, prompting/cueing , paraphrasing • Identify the conflict in your independent reading book. Provide some possible solutions. Which solution is the best and why? (W-9-10.3, RL-9-10.1, RL-10.3) Scribe as needed, highlighting, idea development

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- Identify transitions, sensory language, or settings used in your independent reading book. What is the point of using these devices in writing? (W-9-10.3)

Highlighting, paraphrasing, direct instruction in determining importance

- Silent chat room- have students write about a problem in their book and possible solutions, or the point of view used in their book and why the author chose that P.O.V.? (W-9-10.3, RL-9-10.1, RL-9-10.3)

Direct instruction in synthesizing what is read, modeling, prompting and cueing

- How does your character see him/herself? How do others see him/her? (W-9-10.3, RL-9-10.1, RL-9-10.3)

Direct instruction in monitoring for meaning and creating mental images, verbal to written responses

- Students make inferences using textual evidence about how the character will advance the plot based on their characterization (W-9-10.3, RD-9-10.1, RL-9-10.3)

Direct instruction in questioning and inferring, think aloud

- Create a book trailer for your IR book (W-9-10.3)

Rubric/checklist, extended time

Writer's Notebook

- How does point of view shape the stories you read? (W-9-10.3)
- What's the purpose of dialogue in writing? (W-9-10.3)
- What does it mean to be a reliable narrator? (W-9-10.3)
- Provide a situation, conduct a write-around in which students respond to the situation using various points of view. (RD-9-10.3)
- Write about a conflict you have recently been faced with. How did you solve the conflict? What are possible solutions to your conflict? What is the best solution and why? (W-9-10.3)
- Write-Around that focuses on student's identity. Who do students think they are? Are they the same in private as they are in public? (W-9-10.3)
- Write dialogue for different purposes. (W-9-10.3)

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	<p style="color: red;">**Following modifications are options for writer’s notebook: Reader as needed, Scribe as needed, paraphrasing, use of journal logs or notebooks, verbal to written response</p> <p><u>Essay</u></p> <ul style="list-style-type: none"> • Construct a narrative about who you are as a reader and writer. (W-9-10.3) • Write a narrative monologue from the point of view of one of the secondary characters in a text. (W-9-10.3) <p style="color: red;">** Following modifications are options for Essay: pre-writing organizers, scribe as needed, extended time, direct instruction in the writing process and idea development</p> <p><u>Reflection</u></p> <ul style="list-style-type: none"> • Parking Lot/Exit Slip/Post-it notes that showcases questions or reflections about what students learned. (W-9-10.3) • Diary-What did we do in class today? Why did we do this? What did you learn? What have you learned over time to help shape your identity? http://www.teacherspayteachers.com/Product/180-Days-of-School-Power-Point (W-9-10.3) <p style="color: red;">**modifications options for Reflection: Direct instruction in reflection writing</p> <p><u>Narrative</u></p> <ul style="list-style-type: none"> • Write a narrative (poem, short story, personal narrative, etc.) real or imagined that discusses who you are and what factors shape your private and public identities. (W-9-10.3) <p style="color: red;">Scribe as needed, pre-writing organizers, extended time, provide a written model, rubric/checklist, direct instruction in the writing process</p>		
<p>Unit 1: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards</p>	<p>Language</p> <ul style="list-style-type: none"> • Allow students to notice and imitate examples: Provide mentor sentences, give students the opportunity to find examples (in Independent Reading texts and class 	<p>Speaking/Listening</p> <p><u>Socratic Circle/Fishbowl/Seminar Questions</u> (can also be used as reading and/or writing prompts and can be open or anchored to a specific text)</p> <ul style="list-style-type: none"> • How does power or lack of power affect what characters reveal of their private identities? (SL-9-10.1, RL-9-10.1, RL-9-10.3) • What impacts the choices characters make about what 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Abstract/ Concrete • Characterization • Conclusion • Conflict/Solution • Dialogue • Figurative Language • Greek roots, prefixes, and suffixes • Imagery

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	<p>texts), and allow students to practice writing sentences using parallel structure. (L-9-10.1, L-9-10.2)</p> <ul style="list-style-type: none"> • Teach in context and not isolation: Use examples from students' own writing and texts read as a class. (L-9-10.1, L-9-10.2) • Re-type segments of texts used in class and have students correct errors. (L-9-10.1, L-9-10.2) • Sentence combining- give students several short sentences related to the texts being read in class. Allow them to practice putting them together to create parallel structure. (L-9-10.1, L-9-10.2) • Modifying sentence structure- add (adjectives, adverbs, clauses, phrases, etc.) to simple sentences and explain how additions or modifications expand or alter meaning and clarity. (L-9-10.1) 	<p>they reveal of their private identities? (SL-9-10.1, RL-9-10.1, RL-9-10.3)</p> <ul style="list-style-type: none"> • In preparation for a Socratic Circle, ask students to read a poem or non-fiction text related to the essential question of this unit. Ask students to discuss how this shorter text connects to the essential question and/or major text. (SL-9-10.1, RL-9-10.2) • Read two poems and discuss how each addresses the essential questions and how they communicate in different ways. (SL-9-10.1, RD-9-10.1, RD-9-10.2) • What are the risks of keeping secrets? (SL-9-10.1) • What are the risks of revealing your true identity? (SL-9-10.1) <p><u>Post Scene Dialogues:</u></p> <ul style="list-style-type: none"> • After reading a text or selection, ask students to assume the roles of characters that were not present and to act out what might happen between them. (SL-9-10.1, RL-9-10.1, RL-9-10.3) <p><u>Debate questions:</u></p> <ul style="list-style-type: none"> • After reading about social networking, discuss if social networking alters identity? What are the benefits and risks? (SL-9-10.1, RI-9-10.1, RD-9-10.3) • Discuss choices made by characters, and debate if their choices were wise. (SL-9-10.1, RL-9-10.1, RL-9-10.3) • Debate which factors are the most powerful in shaping public and private identity- genetics, experience, etc (SL-9-10.1) <p><u>Oral Presentation:</u></p>	<ul style="list-style-type: none"> • Irony • Narrative • Narrator • Organizational patterns (description, sequence, cause/effect, problem/solution, compare/contrast, enumeration or list) • Parable • Parallel Structure • Plot • Point of View (1st, 3rd, etc) • Reflect • Sensory detail • Setting • Style • Symbolism • Textual Evidence • Theme • Thesis • Time • Tone • Transition words 	
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		<ul style="list-style-type: none"> • Have students present their opinion on which factors are most powerful in shaping public and private identity- genetics, experience, etc. Use multi-media to support presentation. (SL-9-10.1) • Have students present an analysis of which factors shaped their own public and private identities, or of which factors shaped a character’s public and private identities. Use multi-media to support presentation. (SL-9-10.1) • Working with a partner, choose a work in this unit with the character facing a difficult choice. Write and perform two monologues, each one defending a particular option. (SL-9-10.1, RL-9-10.1, RL-9-10.3, W-9-10.3) • Ask students to practice introducing themselves to a variety of audiences- employer, friend, etc. and to discuss the differences in those introductions. (SL-9-10.6) 		
Knowledge	Reasoning Skills	Processing Skills	Products	

<p>RL 9.1: Identify strong and thorough textual evidence. Discuss details the text uses for textual analysis.</p> <p>RL 9.2: Identify the central idea or theme within a text. Identify specific details that support the development of a theme or central idea as it: emerges, is shaped, is refined. Provide an objective summary</p>	<p>RL 9.1: Analyze texts in order to provide evidence of how the text explicitly uses details to support key ideas. Draw inferences from the text in order to understand how textual analysis is developed. Cite strong and thorough textual evidence to support the text (explicit and inferred)</p> <p>RL 9.2: Analyze how the theme or central idea of a text emerges, is shaped and refined by specific</p>	<p>SL 9.1 Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics</p>	<p>W. 9.3: Write a narrative to develop real or imagined experiences or events that: engages the reader with a problem, situation, or observation and introduces a narrator and/or</p>
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<p>RL 9.3: Identify: Complex characters in text, evidence in a text that makes the character complex. Identify conflicting motivations. Identify the theme of a story.</p> <p>RI 9.1: Identify strong thorough textual evidence. Discuss details the text uses to support textual analysis.</p> <p>RI 9.2: Identify the central idea within a text.</p> <p>Identify specific details that support the development of the central idea as it emerges, is shaped and is refined. Provide an objective summary.</p> <p>RI 9.3: Identify organizational patterns (eg. Cause / effect, chronological, sequential, order of importance, c/c and logical). Identify paragraph development strategies (eg. Facts, statistics, examples, anecdotes).</p> <p>W 9.3 Identify multiple points of view in narratives</p> <p>Define and identify multiple plot lines</p> <p>SL 9.1:</p>	<p>details. Interpret how the text supports key ideas or themes with specific details. Formulate an objective summary that includes how the central idea emerges, is shaped, is refined by specific details.</p> <p>RL 9.3: Analyze how characters change over the course of the text. Examine how characters' motivations / traits affect the plot. Describe the conflicts and motivations in characters. Analyze how characters conflicts, motivations, interactions advance the plot or theme.</p> <p>RI 9.1: Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas. Draw inferences from the text to support textual analysis. Cite strong and thorough textual evidence to support the text (explicit & inferred).</p> <p>RI 9.2: Analyze how the central idea of a text emerges, is shaped and refined by specific details. Interpret how the text supports key ideas with specific details. Provide an objective summary that include how the central idea emerges, is shaped and refined by specific details.</p>	<p>Collaborate to develop guidelines for successful discussion and decision-making</p> <p>Follow agreed-upon guidelines for discussion</p> <p>Respond thoughtfully to others' remarks and arguments, summarizing points of agreement and disagreement</p> <p>Reference evidence from texts and research to support comments and ideas</p> <p>Pose and respond to questions by connecting to larger themes, issues, or contexts</p> <p>Engage others in discussions through questioning or responding to their ideas</p> <p>Question or respond to clarify, verify, or challenge conclusions posed by others</p> <p>Make connections to new evidence or reasoning posed to justify personal</p>	<p>characters</p> <p>establishes multiple points of view</p> <p>uses techniques such as dialogue, pacing, description, reflection, and multiple plot lines</p> <p>to develop experiences, events, characters</p> <p>uses a variety of transitions to develop a coherent sequence of events</p> <p>uses appropriate precise, descriptive, and sensory language</p> <p>includes a reflective conclusion that flows from what is experienced, observed, or resolved</p> <p>SL 9.6:</p>
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<p>Identify key supporting ideas from reading and research as well as in context of larger themes and issues</p> <p>Describe guidelines for collegial discussion</p> <p>Describe ways to make collaborative decisions (e.g., informal consensus)</p> <p>Know how to ask thought-provoking questions</p> <p>Identify new information posed during discussion</p> <p>Identify conclusions posed during discussion or in text</p> <p>SL9.6: Describe audience, situation, and purpose Identify qualities of formal and informal speech</p> <p>Describe formal and informal settings</p>	<p>RI 9.3: Determine the main ideas or events. Examine the strategies the author uses to introduce his points and develop his points. Analyze the authors use of organizational patterns and techniques to connect ideas and communicate an overall message.</p> <p>W 9.3: Analyze multiple points of view of various narratives</p> <p>Analyze the use of multiple plot lines in narratives</p> <p>Use a variety of techniques to logically and sequence and connect events</p> <p>SL 9.6: Evaluate audience needs (including perceptions and misconceptions)</p> <p>Distinguish between formal and informal speech</p> <p>Analyze the situation to determine if it requires formal or informal language</p>	<p>viewpoints</p> <p>SL 9.6: Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate</p> <p>L 9.1: Demonstrate command of the conventions of standard English grammar and usage when speaking</p> <p>Use parallel structure</p> <p>Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p>	
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<p>(The underpinning knowledge targets are found in Language Standards 1 and 3)</p> <p>L 9.1: Define and identify parallel structure</p> <p>Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p> <p>Identify types of clauses: independent, dependent noun, relative, adverbial</p> <p>L 9.2: Apply correct capitalization, punctuation, and spelling when writing</p> <p>Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses</p> <p>Use a conjunctive adverb to link two or more closely related independent clauses</p> <p>Know rules for colon use</p>	<p>L 9.1: Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure</p> <p>Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing</p>		
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<p>Unit 2: 4 weeks</p> <p>What can history teach us about human nature and why does it matter?</p> <p>QC Benchmark 2: Non-fiction</p>	<p>Novels: Night- Elie Wiessel</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>American History</i> – Judith Ortiz Cofer (Holt) • <i>The Most Dangerous Game</i>- Richard Connell (Holt) • <i>The Interlopers</i>—Saki (Prentice Hall) • <i>The Sniper</i>—Liam O’Flaherty (Prentice Hall) • Indian Education- from <i>The Lone Ranger and Tonto Fistfight in Heaven</i>—Sherman Alexie (www.scribd.com/doc/8267735) <p>Poems:</p> <ul style="list-style-type: none"> • Holocaust poetry and other resources (for <i>Night</i> and <i>Man’s Search for Meaning</i>) www.thehypertexts.com/Holocaust%20Poetry.htm • <i>Dream Deferred</i>-Langston Hughes (www.cswnet.com/~menamc/langston.html) • <i>We Wear the Mask</i>-Paul Lawrence Dunbar (www.poemhunter.com) • <i>Mexicans Begin Jogging</i>-Gary Soto (www2.selu.edu/Academics/Faculty/sraig/soto.html) • <i>The War Against the Trees</i> - (Prentice Hall) • <i>O The Chimneys</i>- Nelly Sachs (for <i>Night</i> and <i>Man’s Search for Meaning</i>) 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Scope Magazine: Fighting Hitler -Teens that fought the Nazis during World War 2. http://teacher.scholastic.com/scholasticnews/magazines/scope/pdfs/SCOPE-041811-Partisans.pdf • Muhammad Ali biography: www.biography.com/articles/Muhammad-Ali-9181165 • <u>Hope, Despair, and Memory</u>—Wiesel (Night) (http://nobelprize.org/nobel_prizes/peace/laureates/1986/wiesel-lecture.html) • Article about Oprah interview with Elie Wiesel (www.oprah.com/omagazine/Oprah-Interviews-Elie-Wiesel) • <i>My Secret Camera Life in the Lodz Ghetto</i> photos by Mendel Grossman/text by Frank Dabba Smith- (picture book to go with <i>Night</i>) • Excerpts from <i>The Pact</i>—Davis, Jenkins, Hunt, Page • <i>The Washwomen</i>—Isaac Bashevis Singer (Prentice Hall) • <i>A Celebration of Grandfathers</i>—Rudolpho Anaya (Prentice Hall) • <i>Rascal or Racist</i>—John Leland (www.nytimes.com/2001/06/03/weekinreview/03LELA.html) • Holocaust Memories—Ashley M. (http://www.teenink.com/nonfiction/all/article/8001/Holocaust-Memories/) • Excerpts from <i>Maus</i> by Art Spiegelman (http://us.history.wisc.edu/hist102/pdocs/spiegelman/spiegelman.htm) <p>Visual Media:</p> <ul style="list-style-type: none"> • Gallery of Holocaust Images to be used with <i>Night</i> (http://fcit.usf.edu/HOLOCAUST/resource/gallery/gallery.htm) 	<p>Literature RL 9-10.4 RL 9-10.5 RL 9-10.6</p> <p>Informational RI 9-10.4 RI 9-10.5 RI 9-10.6</p> <p>Writing 9-10.2 9-10.7 9-10.8 9-10.9</p> <p>Speaking and Listening 9-10.1 9-10.6</p> <p>Language 9-10.1 9-10.2 9-10.3 9-10.5</p> <p>Quality Core Standards A: 5f, 6a B: 3a, 3d, 5a-f</p>
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	<p>http://yishaym.wordpress.com/2006/12/03/o-the-chimneys-koppenplatz-berlin/</p>	<ul style="list-style-type: none"> • Many short films and images of the Holocaust and Elie Wiesel can be found on KET Encyclomedia (www.ket.unitedstreaming.com) • Book trailer to introduce Night and Elie Wiesel (www.youtube.com/watch?v=15sM_av9i3Q) • An Oprah interview with Elie Wiesel (www.oprah.com/showinfo/A-Special-Presentation-Oprah-and-Elie-Wiesel-at-the-Auschwitz-Death-Camp) • Video to be used with <i>Night: Nazis and the Final Solution, Part 1</i> http://www.youtube.com/watch?v=a6jnawYwm3E&feature=related • Video to be used with <i>Night- The Holocaust in Color: Rising Terror and Concentration Camp</i> http://www.youtube.com/watch?v=zaCdKwFcHnw • Film: Boy in the Striped pajamas • Film: the Last Days- Steven Speilberg • Film: The Six Faces of the Holocaust- which roles characters in texts • Pyramid of Hate Lesson (connects reading in <i>Night</i> to current experiences students are facing and shows how prejudice can develop into genocide). <ul style="list-style-type: none"> ○ www.adl.org/education/courttv/pyramid_of_hate.pdf -video to accompany lesson 	
<p>Extra Reading/ Differentiated Texts</p>	<p>Short Stories</p> <ul style="list-style-type: none"> • <i>The Scarlet Ibis</i>—James Hurst (Prentice Hall) • <i>Two Friends</i>—Guy de Maupassant (Prentice Hall) <p>Poems</p> <ul style="list-style-type: none"> • <i>The Raven</i>- Edgar Allen Poe (Holt) • Frank X. Walker poetry (http://www.ket.org/bookclub/books/2003_nov/kentucke.htm) • <i>Identity</i>- Julio Noboa Polanco (Holt or Identity-julio-noboa-polanco) 		
<p>Unit 2:</p>	<ul style="list-style-type: none"> • Literature circles using texts that connect to the essential question of the unit. Students could read novels or shorter texts in groups, discuss how they connect, and use 		

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Reading Focus

to teach standards. (SL-9-10.1)

Peer review, verbal prompts, conversational skills

- Students should identify and explain textual evidence to support conclusions. (W-9-10.9; W-9-10.9)

Reader as needed, highlighting, think aloud

- Annotate informational texts by highlighting claims, support and counter-claims in different colors. (RI-9-10.5)

Modeling, prompting, reader as needed

- Mood and tone with short clips from Mary Poppins- on youtube (RL-9-10.4; RI-9-10.4)
 - http://www.youtube.com/watch?v=2T5_0AGdFic&feature=related horror movie trailer
 - <http://www.youtube.com/watch?v=fuWf9fP-A-U> regular trailer

Have students watch both trailers and note the elements that change the tone.

Note taking guide

- Word or phrase search to determine tone in a text. (RL-9-10.4; RI-9-10.4)

Highlighting, direct instruction in scanning techniques

- Use political cartoons to teach connotation and tone. (RL-9-10.4; RI-9-10.4)

Paraphrasing, prompting/cueing

- Create timelines of texts read, discuss how manipulating the timeline would affect the story- would this change the tension, mystery, or suspense? Use *The Lottery* or *Rose For Emily* as examples of stories that illustrate this. (RL-9-10.5)

Answer bank, graphic organizer, reader as needed

- Point of view: have students retell a story from the perspective of another character or an object in the text. (RI-9-10.6)

Oral response, scribe as needed

- Using the *Six Faces of the Holocaust*, have students write one paragraph for each character's point of view. Have students track the various roles in their major text as well. (RI-9-10.6)

Journals, scribe as needed, graphic organizer

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	<ul style="list-style-type: none"> • Take a short excerpt from a story or a children’s book and cut the excerpt apart into sections. Have students sequence the story. (RL-9-10.5) Partial task completion, partner/group work • * Students analyze how Elie Wiesel in <i>Night</i> creates a sense of tension regarding the outcome of the events throughout the text through pacing, ordering events and the overarching structure of the novel (RL9-10.5) Graphic organizer, reader as needed, paraphrasing, direct instruction in monitoring meaning and determining importance
<p>Unit 2: Writing Focus</p>	<p>Writer’s Notebook</p> <ul style="list-style-type: none"> • How would you respond to a situation similar to what characters are experiencing? (W-9-10. 3; W-9-10.10) • How do you define adversity? (W-9-10.10; SL-9-10.1) • Write about a time in your life you experienced adversity and how it affected you/ shaped your identity. (W-9-10.3; W-9-10.10) • Write about how adversity affected/shaped a character in your text. (RL-9.10.6) • How do you change during times of adversity? How do you stay the same? (W-9-10.3; SL-9-10.1) • How does a community change during times of adversity? (W-9-10.10; SL-9-10.1) • Discuss the essential question for the unit and model for students how to generate questions that go along with adversity. Have students generate their own questions about diversity in preparation for the I-search paper. (W-9-10.7) • Provide students with various scenarios and ask them how they would respond to the scenario and why. Select a character or multiple characters from a text, how would the character respond to the same scenario? (RL-9.10.6; SL-9.10.1; W-9.10.10) • Write about the same situation in two different tones to practice tone. (RL-9-10.4) • Tone vs. Mood- tone=head, mood=heart. Rewrite a passage and change the tone. (RL-9-10.4) • Word Webs for connotation—Example: Naked vs. Nude (RL-9-10.4) • Question Stations-to help students learn to ask questions for research. Different stations have texts or videos to watch- students developed questions based on what was read or watched in the stations. (W-9-10.7) • Select a short story and write an essay that analyzes how a particular literary element plays a part in the essence and workings of one of the chosen stories. (W.9-10.2) • Select a short story and an artwork. Write an essay discussing the symbolism of each. (RL.9-10.4, W.9-1-.2) • Write an essay comparing and contrasting the use of a literary device in two poems. (RL.9-10.4, W.9-1-.2) <p>Write a paper analyzing the development of a writer’s poetry over his/her lifetime. Use at least three poems and three secondary sources as evidence. (RI.9-10.5, RI.9-10.6,</p>

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	<p>W.9-10.2, W.9-10.7, W.9-10.8)</p> <p>**Following modifications are options for writer's notebook: scribe as needed, extended time, verbal to written response, prompting cueing, paraphrasing, graphic organizers</p>		
<p>Unit 2: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards</p>	<p>Language:</p> <ul style="list-style-type: none"> • Look at various types of writing and compare and contrast based on audience. Look at a passage and rewrite it using a different style or context (i.e. figurative language, specific word choice). How does the meaning of words and phrases impact meaning and tone? Which passage is more effective and why? (L-9-10.3; RL-9-10.4) • Take a trip to the library and discuss the various ways to cite sources and to find relevant, reliable sources. (L-9-10.3a) • Write and edit work that includes citing sources. (L-9-10.3a) 	<p>Speaking/Listening: <u>Socratic Circle/Seminar Questions/Oral Presentation:</u></p> <ul style="list-style-type: none"> • Students should identify and explain textual evidence to support conclusions (SL-9.10.1; W-9.10.9). • Are poems better when they follow a strict rhyme or meter? Why or why not? (SL.9-10.1, RL.9-10.4, RL.9-10.6) • What is a more effective form of communication, literal or figurative language? (SL.9-10.1, RL.9-10.4, RL.9-10.6) • After reading and discussing a work or a pairing of works as a class, students should reflect individually and then with a partner to generate ideas and formulate seminar questions. (SI-9.10.1) • How does one or more of the works read or viewed portray the characters' psychological states? (SL.9-10.1, W.9-10.2) • Discuss personal adversity and community adversity. How do these affect one another? (SL-9.10.1) • Select two works of art to view as a class. Compare the two works, focusing on the discussion on the relationship between character and setting, and on how the artists combined these to suggest a narrative. (SL.9-10.1) 	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Citation • Cohesion • Collaborative • Connotative • Cumulative • denotation • Figurative • Flashback • Hyperbole • Informative/ explanatory • Inquiry • Nuance • Pacing • Paradox • Parallel plots • Plagiarism • Point of view • Purpose • Rhetoric • Self-generated question • Style • Synthesis • Tension • Tone- formal or informal • Transitions

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Knowledge	Reasoning Skills	Processing Skills	Products
<p>RL 9-10.4 Identify: words and phrases figurative words and phrases connotative words and phrases in a text Identify words that impact meaning and tone</p> <p>RL 9-10.5 Identify aspects of text’s structure Identify order of events in text Identify how author manipulates time Describe the effect such as: mystery tension surprise the author uses</p> <p>RL 9-10.6 Define cultural experience Distinguish difference between culture and cultural experience Identify the: point of view or cultural experience</p> <p>RI 9-10.4 Identify: words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text Identify tone of a text</p>	<p>RL 9-10.4 Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone</p> <p>RL 9-10.5 Analyze how author’s: choice of plot structure creates an effect order of events within a text creates an effect manipulation of time creates an effect</p> <p>RL 9-10.6 Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature</p> <p>RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including: figurative connotative technical meanings</p>	<p>SL 9-10.1 Engage in a variety of discussions by listening and sharing acquired and prior knowledge of grade 9-10 topics and texts Facilitate discussions over designated grade 9-10 topics Collaborate to develop guidelines for successful discussion and decision-making Follow agreed-upon guidelines for discussion Respond thoughtfully to others’ remarks and arguments, summarizing points of agreement and disagreement Reference evidence from texts and research to support comments and ideas Pose and respond to questions by connecting to larger themes, issues, or contexts Engage others in discussions through questioning or responding to their ideas Question or respond to clarify, verify, or challenge conclusions posed by others Make connections to new evidence or reasoning posed to justify personal viewpoints</p> <p>SL 9-10.6 Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure</p>	<p>W 9-10.2 Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: o effective selection o organization o analysis of content</p> <p>Introduce a topic and: organize complex ideas, concepts, and information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>Develop the topic with: well-chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples</p> <p>appropriate to the audience’s knowledge of the topic Use appropriate and varied transitions to: link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts</p>

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<p>RI 9-10.5 Identify the author’s ideas or claims Determine the structure/text features of an informational passage</p> <p>RI 9-10.6 Define rhetoric Identify rhetorical techniques</p> <p>W 9-10.2 Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific-language Identify a conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W 9-10.7 Identify: appropriate short and sustained research topics multiple sources on the subject of the research Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate</p> <p>W 9-10.8 Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search</p>	<p>Analyze the cumulative effect of word choices on: meaning tone</p> <p>RI 9-10.5 Analyze how the author uses particular: sentences, paragraphs, or larger portions to develop or refine: ideas or claims</p> <p>RI 9-10.6 Analyze the author’s use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text</p> <p>W 9-10.2 Determine organization of complex ideas Determine appropriate: formatting graphics multimedia to aid comprehension Determine: well-chosen, relevant, sufficient: facts definitions details quotations appropriate to the audience’s knowledge of the topic</p>	<p>Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p>	
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<p>Define and identify plagiarism</p> <p>W 9-10.9 Identify key ideas and details which provide evidence to support conclusions about the text accessed through research Cite textual evidence to support analysis of what the text says explicitly</p> <p>SL 9-10.1 Identify key supporting ideas from reading and research as well as in context of larger themes and issues Describe guidelines for collegial discussion Describe ways to make collaborative decisions (e.g., informal consensus) Know how to ask thought-provoking questions Identify new information posed during discussion Identify conclusions posed during discussion or in text</p> <p>SL 9-10.6 Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3)</p> <p>L 9-10.1 Define and identify parallel structure Recognize various types of phrases: noun verb adjectival</p>	<p>Determine appropriate and varied transitions that: link sections create cohesion clarify relationships among complex ideas/concepts Evaluate word choice for managing complexity of tone Determine formal style and objective tone while attending to the norms and conventions of informative writing Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W 9-10.7 Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p> <p>W 9-10.8 Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question Integrate information into text selectively to: maintain flow of ideas avoid plagiarism Use advanced searches effectively</p>		
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<p>adverbial participial prepositional absolute Identify types of clauses: independent, dependent noun, relative, adverbial</p> <p>L 9-10.2 Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words</p> <p>L 9-10.3 Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type.</p> <p>L 9-10.5 Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words</p>	<p>W 9-10.9 Draw evidence from key ideas and details as support for research Analyze key ideas and details in a text as evidence for support understanding of text Reflect on key ideas and details in a text as evidence for support understanding of text</p> <p>SL 9-10.1 Evaluate collegial discussion and decision-making processes used Determine goals, deadlines, and individual roles for discussion groups Compare and contrast opinions and facts posed by peers on the designated issue or topic Formulate opinions, ideas, and conclusions based on prior and new evidence Analyze evidence that supports personal opinions and ideas as well as those of others Evaluate personal conclusions and the conclusions of others</p> <p>SL 9-10.6 Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to:</p>		
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<p>Recognize and understand nuances in word meanings</p>	<p>add variety and interest to writing convey specific meanings in writing</p> <p>L 9-10.3 Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing Write and edit work according to style manual guidelines, appropriate for the discipline and writing type</p> <p>L 9-10.5 Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context</p>		
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<p>Unit 3: 4 weeks</p> <p>Why are human relationships important to a society and what can we learn from them?</p>	<p>Novel Of Mice and Men</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>Fish Cheeks</i>—Amy Tan (http://www.peninsula.wednet.edu/classroom/robisonp/fish_cheeks.htm) • <i>Smart Cookie from House on Mango Street</i>—Sandra Cisneros (http://www.nexuslearning.net/books/holt-eol2/Collection%202/smartcookie.htm) • <i>The Man in a Case</i>—Anton Chekhov (http://tinyurl.com/45wwo8j) • <i>The Necklace</i>—Guy de Maupassant (www.horrormasters.com/Text/a2570.pdf) • <i>Thank You, Ma'am</i>—Langston Hughes (http://acasiday.wiki.hoover.k12.al.us/file/view/Thank+You+Ma'am+text.pdf) <p>Poems:</p> <ul style="list-style-type: none"> • <i>Road Not Taken</i> – Frost (www.poets.org) • <i>Theme for English B</i> - Langston Hughes (http://www.eecs.harvard.edu/~keith/poems/English_B.html) • <i>I, too Sing America</i> – Langston Hughes (www.poets.org) • <i>What lips my lips have kissed, and where, and why</i> (Sonnet XLIII) - Edna St. Vincent Millay 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Roosevelt's Infamy Speech (http://www.law.ou.edu/ushistory/infamy.shtml) and George Bush's Address following 9/11 attacks (http://www.americanrhetoric.com/speeches/gwbush911jointsessionspeech.htm) may be used to compare & contrast the events and the presidents' reactions to the events. • “Could It Be That Video Games are Good for Kids?”—use to teach sample argument. http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingwithTools.pdf • <i>Living Up the Street</i> - Gary Soto (Excerpts) • <i>Superman and Me</i> - Sherman Alexie (Edge B) • <i>Should Communities Set Teen Curfews?</i> (http://nochildleftoutside.org/resources/teenage_curfew_laws.aspx and http://www.youthrights.org/curfew.php) • <i>The Reason</i> - Elizabeth Ellison found in we are quiet we are loud: The best young writers and artists in America • <i>Muhammad Ali</i>—Biography (www.biography.com/articles/Muhammad-Ali-9181165) • <i>Jackie Robinson</i>—Biography (www.gale.cengage.com/free_resources/bhm/bio/robinson_j.htm) • Brown vs. Board of Education - Court's decision http://www.civics-online.org/library/formatted/texts/brownvboard.html and questions for discussion/analysis http://www.americanbar.org/content/dam/aba/migrated/brown/brownvboard.authcheckdam.pdf • Kennedy's Inaugural Address http://www.americanrhetoric.com/speeches/jfkinaugural.htm when teaching speeches. Here's a website with questions for analysis: http://www.shmoop.com/1960s/kennedy-inaugural-address-activity.html • “I Am an American Day” speech from Judge Learned Hand to new US citizens in 1944 http://fabiusmaximus.wordpress.com/2009/07/23/learned-hand/ <p>Visual Media:</p> <ul style="list-style-type: none"> • <i>Finding Forrester</i> (selected scenes) • <i>Pursuit of Happyness</i> (starring Will Smith) • <i>Idiot</i> - Dostoyevsky (movie) selected scenes (http://tinyurl.com/4d5tlrp) • Compare and contrast scenes from Zefirelli's and Luhrmann's film versions of <i>Romeo and</i> 	<p>Literature 9-10.7 9-10.9</p> <p>Informational Reading 9-10.7 9-10.8 9-10.9</p> <p>Writing 9-10.1 9-10.4</p> <p>Speaking Listening 9-10.2 9-10.3</p> <p>Language 9-10.1 9-10.2 9-10.4 9-10.5</p> <p>Quality Core Standards A: 5f, 6a, 5c, 6b, 6c, 5h, 5e, 3a, 5a, 8d, 5f, B: 3a, 3d, 2a, 3c,3b</p>
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	<p>(http://www.poets.org/viewmedia.php/prmMID/15420)</p> <ul style="list-style-type: none"> • <i>We Never Know How High</i> - Emily Dickinson (http://www.poets.org/viewmedia.php/prmMID/19370) • <i>When I was One-and-Twenty</i> - A.E. Housman (http://www.bartleby.com/123/13.html) 	<p><i>Juliet</i> (especially ending scene) The Pyramid of Hate (www.adl.org/education/courttv/pyramid_of_hate.pdf)</p> <ul style="list-style-type: none"> • <i>Of Mice and Men</i> (full text) (http://staff.oswego.org/ephaneuf/web/ENG_9R/Steinbeck,%20John%20-%20Of%20Mice%20and%20Men.pdf) • <i>Of Mice and Men</i> (video) 	
<p>Extra Readings/ Differentiated Texts</p>	<p>Short Stories</p> <ul style="list-style-type: none"> • <i>The Most Dangerous Game</i>—by Richard Connell (www.classicreader.com/book/1317/) • <i>Cranes</i>—Peter H. Lee (Holt) <p>Poems</p> <ul style="list-style-type: none"> • <i>Solitude</i> - Alexander Pope (http://www.poetry-archive.com/p/solitude.html) • <i>The Hand</i> - Mary Ruefle (http://www.loc.gov/poetry/180/121.html) • <i>Me</i> - Walter de la Mare, found on page 13 at: (http://deoschool.com/Deo_School_Resource_Website_files/Poetry%20Anthology%20Volume%201.pdf) • <i>Bringing my Son to the Police Station To Be Fingerprinted</i> - Shoshauna Shy, found in Poetry 180 - Billy Collins (http://www.loc.gov/poetry/180/068.html) • <i>Choices</i>—Nikki Giovanni (www.nsm.buffalo.edu/~sww/poetry/giovanni_nikki.html) • <i>Death by Basketball</i>—Frank X. Walker (www.aaregistry.org/poetry/view/death-basketball-frank-x-walker) 		
<p>Unit 3: Reading Focus</p>	<ul style="list-style-type: none"> • Thought provoking questions to be used with King’s <i>Letter from a Birmingham Jail</i>: http://www.freedomforum.org/packages/first/curricula/educationforfreedom/supportpages/L12-QuestionsandConcepts.htm (RI-9-10) Reader as needed, paraphrasing, Questioning techniques • As students explore short stories, make the purpose for reading: Make inferences about a character’s trait and how the trait affects the choices/decisions of the character based on his/her trait. This will later serve as the basis for the claim. (RI-9.10.1; W-9-10.1) • Read and analyze a variety of genres that deal with the same topic (Example: If the topic is choice, you might explore a short story, a poem, a speech, etc all dealing with choices as the topic). Explore how the writers approach these topics based on the genre. (RL-9.10.9; RI9-10.9) Direct instruction in inferring and questioning, reader as needed, paraphrasing • Examine different interpretations of the themes of a text. (RL-9-10.9; RI-9-10.9; RL-9-10.7; RI-9-10.7) 		

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Direct instruction in synthesizing, paraphrasing

- Analyze how the same theme travels in different genres. (RL-9.10.9; RI-9.10.9)

Direct instruction in relating new to known information and synthesizing, prompting / cueing

- Provide an anticipation guide to have students reflect about their beliefs about their choices. Revisit the guide after reading to reflect on potential changes in those beliefs.

Direction instruction on reflection writing, modeling

- Continue examining themes in texts. Have students consider the significance of the themes, evidence of the themes, and what essential (real world connection) questions are triggered based on the themes that are running through the texts. (RL-9-10.9; RI-9-10.7)

Prompting, direct instruction in new to known information

- Guide independent reading toward books drawn from similar source material; for example, if your major text is *Romeo and Juliet* have students pick books with star-crossed lovers (*Twilight*, *West Side Story*, etc.) for independent reading. (RL-9-10.9)

Adapted text on students individual level, monitoring in reading comprehension

- Choose a cartoon episode with literary and artistic allusions (*The Simpsons* has a lot of them) and watch it; view the original text or artwork. Have students compare, contrast, and analyze (Venn Diagram) (RL-9-10.7, RL-9-10.9, RI-9-10.7)

Direct instruction in use of graphic organizer, paraphrasing and prompting of literary terms, present possible cartoon choices

- View different representation (pictures, videos, news articles, feature articles, interviews, etc.) of 9/11; choose from right after 9/11 and 10 years afterward (follow-up stories). Discussion topic: Were our actions regarding Bin Laden justified? Juxtapose the celebration and mourning of 9/11 with the celebration and mourning of Bin Laden's death. (RI-9-10.7; SL-9-10.2)

Verbal to written response, rehearsal, prompting/cueing

- Roosevelt's Infamy Speech and George Bush's Address following 9/11 attacks may be used to compare & contrast the events and the presidents' reactions to the events. (RI-0.10.8, RI-9-10.9)

Graphic organizer, instruction in use of graphic organizer, scribe as needed

- Brown vs. Board of Education - Court's decision and questions for discussion/analysis
<http://www.americanbar.org/content/dam/aba/migrated/brown/brownvboard.authcheckdam.pdf> (RI -9-10.9)

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	<p>Prompting/cueing, paraphrasing</p> <ul style="list-style-type: none"> • Kennedy's Inaugural Address when teaching speeches. Here's a website with questions for analysis: http://www.shmoop.com/1960s/kennedy-inaugural-address-activity.html (RI -9-10.9) <p>Scribe as needed, prompting cueing, paraphrasing</p> <ul style="list-style-type: none"> • Compare Greek myths of transformation to <i>Metamorphosis</i> (RL-9-10.7) <p>Graphic organizer, direct instruction in use of graphic organizer, modeling</p> <ul style="list-style-type: none"> • Use the “Evaluating Argument” activities and the “Defense of the Jury System” article in the Holt textbook (RI-9-10.8) <p>Reader as needed, highlighting, direct monitoring in reading comprehension</p> <ul style="list-style-type: none"> • Look at political cartoons and analyze the arguments (RI-9-10.8) <p>Writing journals/logs, guided questioning</p> <ul style="list-style-type: none"> • Argument stations: prepare stations with brief argument texts and allow student to evaluate and respond to the arguments. (RI-9-10.8) <p>Rehearsal, scripts, questioning techniques</p> <ul style="list-style-type: none"> • Read movie reviews or other kinds of reviews and evaluate the claims- is there enough evidence to support the claims that are being made? (RI-9-10.8) <p>Reader as needed, prompting, paraphrasing</p> <ul style="list-style-type: none"> • * Students evaluate the argument and specific claims about the “spirit of liberty” in Judge Learned Hand’s “I Am an American Day Address” assessing the relevance and sufficiency of the evidence and the validity of his reasoning. (RI-9-10.8) <p>http://fabiusmaximus.wordpress.com/2009/07/23/learned-hand/</p>
<p>Unit 3: Writing Focus</p>	<ul style="list-style-type: none"> • Select a short story and write an essay that analyzes how a character’s choice plays a part in the essence and workings of the chosen story. Make a claim. State thesis clearly and include at least 3 pieces of evidence to support your thesis. (W-9.10.1) • Journal/writing notebook activity about choices and their control over what happens to them. They might reflect upon the question: How many of my decisions are my own or that of my culture’s choosing? (W-9-10.4) • As students read through the text, ask them to pay close attention to the details of the story that address overlapping themes. Have them begin gathering evidence from the text that relates to these themes and begin making conclusions about the author’s message or style. Go further by asking questions that connect big ideas and the essential question in relation to students’ selves, experiences, and world. Have students organized thoughts and evidenced into a thematic analysis. • Argument Organizer—use organizer to respond to sample arguments read in class. Could also be used to organize/develop own argument ideas. Found at http://www.englishcompanion.com/pdfDocs/BurkeHOutsTeachingwithTools.pdf (W-9.10.1) • Thesis Generator—helps students in outlining idea for their argument paper. Found at www.englishcompanion.com (W-9.10.1) • Using Brown vs. Board of Education documents to teach argument: http://www.archives.gov/education/lessons/brown-case-order/ & http://www.archives.gov/education/lessons/brown-case-order/activities.html (RI-9-10.9, RI-9-10.8, W-9-10.1)

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	<ul style="list-style-type: none"> • Allow students to write arguments and present and/ or debate their ideas on a variety of topics, such as teen curfew laws, school hours and calendars, or moral questions (is it okay to steal food if you are hungry, etc.) (W-9-10.1, SL-9-10.3) • Writer’s Notebook: Ask students to write about a profound change in their own lives or in their culture to connect with <i>Metamorphosis</i>. (W-9-10.4) • Argument piece could be a proposal for school-based service learning project, or some kind of argument to support their school or belief. (W-9-10.1) • Writer’s Notebook Prompts: <ul style="list-style-type: none"> ○ How may personal decisions affect your family or neighborhood? ○ Can decisions based on violence or anger have a peaceful resolution? ○ Which historical figures have made crucial decisions affecting society? ○ Are decisions based on common good or personal gain? ○ How can potential consequences guide decision making? ○ What values and beliefs shape the journey people experience? ○ How might one’s culture impact his or her journey? ○ Should a person’s responsibility to their family or community take precedence over their individual goals? <p style="color: red;">** The following modifications are options for writing focus: scribe as needed, extended time, verbal to written response, writing journals/logs, use of graphic organizers, pre-writing organizers, direct instruction in the writing process and idea development</p>			
Unit 3: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards	Language: <ul style="list-style-type: none"> • Focus on parallel structure in speeches. What is the purpose? Why is it important? Where do you see it? Effectiveness of parallel structure? (L-9-10.1) • Here's a link to a website that has a lot of activities and Powerpoint presentations on figurative language. http://www.ereadingworksheets.com/figurati 	Speaking/Listening: <ul style="list-style-type: none"> • Analyze the effectiveness of the persuasive techniques of a speech on paper vs. oral delivery. (SL-9-10.2; SL-9-10.3) • Consider listening to Kennedy’s inaugural speech (call to action speech). What action is he calling the country to 	Vocabulary: <ul style="list-style-type: none"> • Medium • Accounts • Theme • Source material 	

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	<p>ve-language/figurative-language-activities/ (L-9-10.5)</p> <ul style="list-style-type: none"> • Online quizzes for parallel structure- do together as a class, or have the students do them individually. Then put in the answers, click "submit," and you get your score back immediately. http://wps.prenhall.com/ipractice/wr/6348/1625243.cw/content/index.html (L-9-10.1) • Short, funny videos for teaching grammar, such as “Pirates of Parallel Structure” among others. http://bunkmagazine.com/grammar/ (L-9-10.1, L-9-10.2) • Examine speeches for example of parallel structure, such as Maya Angelou’s remarks at the funeral service for Coretta Scott King. http://www.americanrhetoric.com/speeches/mayaangeloueulogyforcorettaking.htm (L-9-10.1) • Cut apart a sentence, so that words and all punctuation (colon, semicolon, etc) are on different pieces of paper. Allow students to work in small groups to reconstruct the sentence in the most effective order. Could also illustrate parallel structure in this activity. (L-9-10.1, L-9-10.2) 	<p>do? Evidence? Purpose of repetition? (SL-9-10.3)</p> <ul style="list-style-type: none"> • Have students participate in table talk questions or Socratic circle (or other discussions) that surround the themes. Students should support their arguments with specific evidence, both text and real world. (SL-9-10.3) • Listen to speeches on www.americanrhetoric.com and evaluate point of view, reasoning, and rhetoric. (SL-9-10.3) 	<ul style="list-style-type: none"> • Claim • Counterclaim • Rebuttal • Reasoning • Valid • Evidence • Relevant • Sufficient • Fallacious • Cohesion • Implicit • Explicit • Formal style • Objective tone • Conclusion • Syntax • Style • Form • Foreshadowing 	
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			<ul style="list-style-type: none"> • Symbolism • Figurative Language • Imagery • Metaphor • Simile • Allusion • Oxymoron • Dramatic Irony • Archaic Language vs. Modern Language 	
Knowledge	Reasoning Skills	Processing Skills	Products	
<p>RL 9-10.7 Identify various artistic mediums Recognize the literary and artistic use of the terms “subject” & key scene</p> <p>RL 9-10.9 Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody</p> <p>RI 9-10.7 Identify different mediums Recognize details emphasized in various sources</p>	<p>RL 9-10.7 Explain how and why an artist/author chooses to represent a subject or scene Analyze why the artist/author emphasized ideas for effect Explain what is stressed or missing from a given representation in 2 different artistic mediums</p> <p>RL 9-10.9 Compare/contrast the treatment of similar themes or topics from two or more texts</p> <p>RI 9-10.7 Analyze different accounts of the same subject told in different mediums (e.g., a person’s life</p>	<p>W 9-10.4 (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p>	<p>W 9-10.1 Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence which: introduces precise claim(s) distinguishes claims from alternate or opposing claims creates an organization that establishes clear relationships among claim(s), counterclaims, reasons and evidence develops claim(s) and counterclaims fairly, with evidence points out strengths and limitations of claims and counterclaims anticipates the audience’s knowledge level and</p>	

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<p>RI 9-10.8 Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence</p> <p>RI 9-10.9 Identify seminal U.S. documents of historical and literary significance Identify the: purpose related themes and concepts</p> <p>of U.S. documents of historical and literary significance</p> <p>W 9-10.1 Recognize organizational patterns in writing Define precise claim and counter claim Define and generate substantive topics or texts Recognize relevant and sufficient evidence Define rhetorical audience Identify fair and unfair claims and counterclaims Recognize : transitional words, phrases, and clauses formal style and objective tone concluding statements or sections that support the argument presented</p> <p>Explain audience awareness, including knowledge level and concerns Identify norms and conventions of disciplines</p>	<p>story in both print and multimedia) Determine emphasized details in various accounts of a subject told in different mediums</p> <p>RI 9-10.8 Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence</p> <p>Distinguish between fallacious and valid reasoning</p> <p>RI 9-10.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address Gettysburg Address <i>Roosevelt’s Four Freedoms speech</i> King’s “Letter from Birmingham Jail”)</p> <p>Including how they address : related themes concepts</p> <p>W 9-10.1 Analyze a substantive topic or text to determine if it is suitable for a written argument Determine method to introduce precise claim(s) and distinguish the claim (s) from alternate or opposing claims</p>		<p>concerns uses words, phrases and clauses to link sections of text, create cohesion, and clarify relationship establishes and maintains formal style and objective tone attends to the norms and conventions of the discipline provides a concluding statement that follows from and supports the argument presented</p> <p>W 9-10.4 Produce a writing piece that is clear and coherent with: idea development organization style appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>
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<p>W 9-10.4 (The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)</p> <p>SL 9-10.2 Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy</p> <p>SL 9-10.3 Define and identify: fallacious reasoning exaggerated evidence distorted evidence</p> <p>in a speech Define and identify a speaker's: point of view reasoning use of rhetoric use of evidence</p> <p>L 9-10.1 Define and identify parallel structure Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p>	<p>Determine the relationships between claims and counterclaims Select an organizational structure that establishes clear relationships among claim(s), counterclaims, reasons and evidence Develop claims and counterclaims fairly Analyze the knowledge level and concerns of the rhetorical audience Evaluate strengths and limitations of claims and counterclaims Link major sections of the text and create cohesion using words, phrases and clauses Clarify relationships a)among claims and reasons, 2)between reasons and evidence, and 3)between claims and counterclaims using words, phrases and clauses Develop formal writing style and objective tone while attending to the norms and conventions of the discipline Plan a concluding statement or section that follows from and supports the argument presented</p> <p>W 9-10.4 Analyze the reason for writing a piece to decide on: task purpose audience</p> <p>Determine suitable: idea development strategies organization style</p> <p>appropriate to task purpose and audience</p>		
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<p>Identify types of clauses: independent, dependent noun, relative, adverbial</p> <p>L 9-10.2 Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words</p> <p>L 9-10.4 Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology</p> <p>L 9-10.5 Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types</p>	<p>(Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)</p> <p>SL 9-10.2 Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally)</p> <p>Evaluate the credibility of each source Evaluate the accuracy of each source</p> <p>SL 9-10.3 Evaluate a speaker's: point of view reasoning use of evidence use of rhetoric</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing</p> <p>L 9-10.4 Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase Determine or clarify the meaning of unknown or multiple meaning words and phrases</p>		
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<p>of relationships of words Recognize and understand nuances in word meanings</p>	<p>Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)</p> <p>L 9-10.5 Interpret the role of figurative language in the text Analyze text's use of language Analyze nuances of words with similar denotations to understand words in context</p>		
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<p>Unit 4: 4 weeks</p> <p>Why is a cultures definition of morality important?</p>	<p>Novels: To Kill A Mockingbird</p> <p>Short Stories: <i>Disguises</i> – Jean Fong Kwok (Holt) • <i>The Sniper</i>—Liam O’Flarety (http://www.classicshorts.com/stories/sniper.html) • <i>The Necklace</i>—Guy de Maupassant (http://www.eastoftheweb.com/short-stories/UBooks/Neck.shtml) • <i>Mumu</i>—Ivan Turgenev (http://www.online-literature.com/turgenev/1972/)</p> <p>Poems: <i>Mississippi</i>—Langston Hughes (http://www.emmettillmurder.com/Hughes.htm) • <i>The Money Mississippi Blues</i>—Langston Hughes (http://www.emmettillmurder.com/Hughes.htm) • <i>Ballad of Birmingham</i>—Dudley Randall (http://www.poetryfoundation.org/poem/175900) • <i>If</i>—Rudyard Kipling (http://www.poets.org/viewmedia.php/prmMID/15241) • <i>Miss Rosie</i>—Lucille Clifton (http://www.poets.org/viewmedia.php/prmMID/15600) • <i>Women</i>—Alice Walker (http://www.nexuslearning.net/books/holt_elements_oflit-3/Collection%2010/women.htm)</p>	<p>Non-Fiction:</p> <p><i>In Plato’s Cave</i>—Susan Sontag (http://www.susansontag.com/SusanSontag/books/onPhotographyExerpt.shtml) Note: Pair with Photo 1 and Photo 2 from Quality Core, WDC Unit</p> <ul style="list-style-type: none"> • <i>Parting the Waters</i>—Taylor Branch (Quality Core, WDC Unit) • <i>A Life is More Than a Moment</i>—Will Counts (Quality Core, WDC Unit) • <i>Walking Backward Out the Schoolhouse Door</i>—Emily Badger <p>(http://www.miller-mccune.com/culture-society/walking-backward-out-the-schoolhouse-door-25914/)</p> <ul style="list-style-type: none"> • <i>My Dungeon Shook</i>—James Baldwin (http://www.valdosta.edu/~cawalker/baldwin.htm) • <i>Only Daughter</i>—Sandra Cisneros <p>(http://www.tbaisd.k12.mi.us/departments/docs_gen/pacing/ela12-6/9thGrade/9-4/Only_Daughter.pdf)</p> <ul style="list-style-type: none"> • *<i>Letter from Birmingham Jail</i>—Martin Luther King, Jr. (http://www.africa.upenn.edu/Articles_Gen/Letter_Birmingham.html) • Roosevelt’s Infamy Speech (http://www.americanrhetoric.com/speeches/fdrpearlharbor.htm) • George Bush’s Address following 9/11 attacks (http://www.americanrhetoric.com/speeches/gwbush911jointsessionspeech.htm) • Kennedy’s Inaugural Address (http://www.americanrhetoric.com/speeches/jfkinaugural.htm) <p>Visual Media:</p> <p><i>Sneaking up on Boo Radley</i> –Bruce Hornby song (http://www.youtube.com/watch?v=YjHmWxzjtA4) Note: Pair with <i>To Kill a Mockingbird</i></p> <ul style="list-style-type: none"> • Lyrics for Sneaking up on Boo Radley – <p>(http://www.metrolyrics.com/sneaking-up-on-boo-radley-lyrics-bruce-hornsby.html)</p> <ul style="list-style-type: none"> • Paintings based on The Odyssey 	<p>Literature 9-10.7 9-10.9 Informational Reading 9-10.7 9-10.8 9-10.9</p> <p>Writing 9-10.4 9-10.5 9-10.6 9-10.10</p> <p>Speaking Listening 9-10.2 9-10.3 9-10.5</p> <p>Language 9-10.1 9-10.2 9-10.4 9-10.5 9-10.6</p> <p>Quality Core Standards A: 2a-e, 7a-b B: 1a, c, d</p>
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		<p>(http://ancienthistory.about.com/od/odyssey1/ss/062508POdyssey.htm)</p> <ul style="list-style-type: none"> • Lynd Lowery describes Bloody Sunday (http://www.youtube.com/watch?v=IGuhSvYuCoQ) • Congressman John Lewis on the Civil Rights Movement (http://www.youtube.com/watch?v=mocL4ImdXBI) • <i>Ballad of Birmingham</i> website <p>(http://balladofbirmingham.org/)</p> <ul style="list-style-type: none"> • Civil Rights Videos, websites, etc. <p>(http://www.ket.org/civilrights/timeline.htm and http://www.civilrightsmuseum.org/)</p> <ul style="list-style-type: none"> • Slideshow of young men and women who challenged segregation as the Freedom Riders <p>(http://www.nytimes.com/slideshow/2006/06/29/magazine/20060702_FREEDOM_SLIDESHOW_1.html)</p> <ul style="list-style-type: none"> • <i>The Return of Odysseus (Homage to Pintoricchio and Benin)</i>—Romare Bearden, 1977) <p>(http://www.artic.edu/aic/collections/citi/resources/Rsrc_001111.pdf)</p> <ul style="list-style-type: none"> • <i>Dance with My Father Again</i>—Luthor Vandross (Lyrics) <p>(http://www.azlyrics.com/lyrics/luthervandross/dancewithmyfather.html)</p> <ul style="list-style-type: none"> • <i>Cat's in the Cradle</i>—Harry Chapin (Lyrics) <p>(http://www.lyricsdepot.com/harry-chapin/cats-in-the-cradle.html)</p> <ul style="list-style-type: none"> • <i>8th of November</i>—Big and Rich (Lyrics) <p>(http://www.songlyrics.com/big-rich/8th-of-november-lyrics/)</p>	
<p>Extra Readings/ Differentiated Texts</p>	<p>Short Stories</p> <ul style="list-style-type: none"> • <i>The Open Window</i>—Saki (http://www.eastoftheweb.com/short-stories/UBooks/OpeWin.shtml) • <i>Everyday Use</i>—Alice Walker (http://faculty.weber.edu/jyoung/English%206710/Everyday%20Use.pdf) 		
<p>Unit 4: Reading Focus</p>	<p>Analyze visual images—Have students look at photographs (civil rights movement; war; Greek myths, etc) and create a claim based on the picture.</p> <p>Extended time, prompting/cueing</p> <ul style="list-style-type: none"> • Have students compare and contrast the reading of the text to “Homer’s Odyssey in 14 seconds” on YouTube: http://www.youtube.com/watch?v=V3GmNMbuMbc Discuss what was clear and what is missing (RL9-10.7) <p>Graphic organizer, guided questioning</p>		

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	<ul style="list-style-type: none"> • Examine different interpretations of the themes of a text (RL-9-10.9; RI-9-10.9; RL-9-10.7; RI-9-10.7) <p>Paraphrasing, prompting, direct instruction in synthesizing</p> <ul style="list-style-type: none"> • Analyze how the same theme travels in different genres (RL-9-10.9; RI-9-10.9) <p>Reader as needed, prompting, guided questioning</p> <p>View different representations (pictures, videos, news articles, feature articles, interviews, etc.) of a topic (the Civil Rights movement/ war/Greek mythology, etc) (RI-9-10.7; RL-9-10.7) and discuss what is emphasized or absent in each.</p> <p>Paraphrasing, modeling</p> <ul style="list-style-type: none"> • Read and analyze a variety of genres that deal with the same topic. Explain how the writers approach these topics based on the genre (RL-9-10.9; RI-9-10.9) <p>Reader as needed, journals, highlighting</p> <ul style="list-style-type: none"> • Look at political cartoons and analyze the argument (RI-9-10.8) <p>Prompting, guided questioning</p> <ul style="list-style-type: none"> • Argument stations: prepare stations with brief argument texts and allow students to evaluate and respond to the arguments (RI-9-10.8) <p>Rehearsal, scripts, guided questioning</p> <ul style="list-style-type: none"> • Thought provoking questions to be used with King’s <i>Letter from Birmingham Jail</i>: (RI-9-10.8) (http://www.freedomforum.org/packages/first/curricula/educationforfreedom/supportpages/L12-QuestionsandConcepts.htm) <p>Reader as needed, adapted text, paraphrasing</p> <ul style="list-style-type: none"> • Argument Organizer—use organizer to respond to sample arguments read in class (RI-9-10.8) <p>Modeling, direct instruction in use in graphic organizer (http://englishcompanion.com/pdfDocs/BurkeHOutsTeachingwithTools.pdf)</p> <ul style="list-style-type: none"> • *Students compare George Washington’s Farewell Address to other foreign policy statements, such as Monroe Doctrine, and analyze how both texts address similar themes and concepts regarding “entangling alliances.” (RI-9-10.9) <p>Reader as needed, adapted texts, paraphrasing, prompting</p>		
<p>Unit 4: Writing Focus</p>	<ul style="list-style-type: none"> • Create a reflective photo story presenting a viewpoint on one of the essential questions from the units this year. (W-9-10.6) • Produce a video that uses graphics, images, and sound to tell the story of a journey that you have taken. (W9-10.6; SL-9-10.5) <p>Extended time, shorten assignment, differentiation of assignment</p>		
<p>Unit 4: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards</p>	<p>Language:</p> <p>Allow students to notice and imitate examples. Provide mentor sentences, give students the opportunity to find examples (in Independent Reading texts and class texts), and allow students to practice. (L-9-10.1)</p>	<p>Speaking/Listening:</p> <p>Analyze the effectiveness of the persuasive techniques of a speech on paper vs. oral delivery (SL-9-10.2; SL-9-10.3)</p> <ul style="list-style-type: none"> • Listen to speeches on www.americanrhetoric.com and evaluate point of view, reasoning, and rhetoric (SL-9-10.3) • View “A Class Divided” on PBS Frontline: 	<p>Vocabulary:</p> <p>Indirect/direct characterization</p> <ul style="list-style-type: none"> • Character flaws • Dialogue • Time passages • Narrative/point of view • Figurative language • Imagery • Allusion

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	<ul style="list-style-type: none"> • Teach in context and not isolation: Use examples from students' own writing and texts read as a class. (L-9-10.1) 	<p>This is one of the most requested programs in FRONTLINE's history. It is about an Iowa schoolteacher who, the day after Martin Luther King Jr. was murdered in 1968, gave her third-grade students a first-hand experience in the meaning of discrimination. This is the story of what she taught the children, and the impact that lesson had on their lives.</p> <p>http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html Have a Socratic Circle after viewing to discuss the questions. Questions are provided on the website. (SL-9-10.1)</p>	<ul style="list-style-type: none"> • Simile • • Foreshadowing • • Implied meaning • • Symbolism • • Personification • • Irony • • Artistic medium • • Source material • • Critique • • Delineate • • Argument • • Creditability • • Claim • • Relevant • • Sufficient • • Fallacious reasoning • • Seminal documents • • Writing style • • Task • • Purpose • • Audience • • Revision strategy • • Edit • • Flexibility • • Dynamically • • Writing format • • Media • • Format • • Point of view • • Rhetoric • • Distorted evidence • • Digital media • • Phrases • • Clauses 	
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Knowledge	Reasoning Skills	Processing Skills	Products
<p>RL 9-10.7 Identify various artistic mediums Recognize the literary and artistic use of the terms “subject” & key scene</p> <p>RL 9-10.9 Distinguish between theme and topic Identify difference between primary text and source material Identify allusion, metaphor, parable, and parody</p> <p>RI 9-10.7 Identify different mediums Recognize details emphasized in various sources</p> <p>RI 9-10.8 Define and identify false statements Define and identify fallacious reasoning Recognize valid reasoning Recognize relevant and sufficient evidence</p> <p>RI 9-10.9 Identify seminal U.S. documents of historical and literary significance Identify the: purpose related themes and concepts of U.S. documents of historical and literary significance</p>	<p>RL 9-10.7 Explain how and why an artist/author chooses to represent a subject or scene Analyze why the artist/author emphasized ideas for effect Explain what is stressed or missing from a given representation in 2 different artistic mediums</p> <p>RL 9-10.9 Compare/contrast the treatment of similar themes or topics from two or more texts</p> <p>RI 9-10.7 Analyze different accounts of the same subject told in different mediums (e.g., a person’s life story in both print and multimedia) Determine emphasized details in various accounts of a subject told in different mediums</p> <p>RI 9-10.8 Delineate the argument and specific claims in a text Evaluate the argument in a text Evaluate the specific claim(s) in a text Assess: the validity of reasoning the relevance of the evidence the sufficiency of the evidence</p> <p>Distinguish between fallacious and valid reasoning</p> <p>RI 9-10.9</p>	<p>W9-10.4 (The underpinning skill targets are found in Writing Standards 5, 6, 7, 10)</p> <p>W 9-10.6 Use technology, including the Internet, to produce, revise, edit, and publish writing Demonstrate use of technology to update individual/shared writing Use technology to interact and collaborate with others for an intended purpose Demonstrate command of technology to link to appropriate sources of information</p> <p>W9-10.10 Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)</p> <p>SL 9-10.5 Use digital media strategically in presentations to: enhance understanding add interest</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p>	<p>W9-10.4 Produce a writing piece that is clear and coherent with: idea development organization style</p> <p>appropriate to task, purpose and audience (Grade-specific expectations and writing types are found in Writing Standards 1-3)</p>

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<p>W9-10.4 (The underpinning knowledge targets are found in Writing Standards 1, 2, 3,7, 8, 9 and Language Standards 1-6)</p> <p>W 9-10.5 Recognize how and when to: plan revise edit rewrite try a new approach</p> <p>Recognize significant information for the needs of: audience purpose</p> <p>Know how to edit for conventions of Writing demonstrating (see Language standards 1-3 up to and including grade 9-10 on page 54)</p> <p>W 9-10.6 Define flexible (e.g. continually updated) and dynamic (e.g. continually progressing with intensity and vigor) display of information Know how to keep links updated with current information</p> <p>W9-10.10 Recognize: task audience purposes</p> <p>SL 9-10.2 Identify information from multiple sources</p>	<p>Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address Gettysburg Address <i>Roosevelt’s Four Freedoms speech</i> King’s “Letter from Birmingham Jail”)</p> <p>Including how they address : related themes concepts</p> <p>W9-10.4 Analyze the reason for writing a piece to decide on: task purpose audience</p> <p>Determine suitable: idea development strategies organization style</p> <p>appropriate to task purpose and audience (Additional underpinning reasoning targets are found Writing Standards 1, 2, 3,7, 8, 9)</p> <p>W 9-10.5 Develop and strengthen writing as needed by: planning revising editing rewriting trying a new approach</p> <p>Determine focus on:</p>	<p>Copyright</p> <p>L 9-10.6 Use general and domain-specific words and phrases at the college and career readiness level sufficient for: reading writing speaking and listening</p> <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: contextual clues references/resources</p>	
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<p>presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy</p> <p>SL 10.3 Define and identify: fallacious reasoning exaggerated evidence distorted evidence in a speech</p> <p>Define and identify a speaker's: point of view reasoning use of rhetoric use of evidence</p> <p>SL 9-10.5 Recognize digital media</p> <p>L 9-10.1 Define and identify parallel structure Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p> <p>Identify types of clauses: independent, dependent noun, relative, adverbial</p> <p>L 9-10.2</p>	<p>what is most significant for a specific purpose what is significant for a specific audience</p> <p>W 9-10.6 Critique their own or others' products to update or maintain new and accurate information Determine appropriate information for links</p> <p>W9-10.10 Determine when to write: routinely over extended time frames (time for research, reflection, and revision) routinely over shorter time frames (a single sitting or a day or two)</p> <p>Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>SL 9-10.2 Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally)</p> <p>Evaluate the credibility of each source Evaluate the accuracy of each source</p> <p>SL 10.3 Evaluate a speaker's: point of view reasoning use of evidence use of rhetoric</p> <p>SL 9-10.5</p>		
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<p>Apply correct capitalization, punctuation, and spelling when writing Know rules for semicolon use Use a semicolon to link two or more closely related independent clauses Use a conjunctive adverb to link two or more closely related independent clauses Know rules for colon use Use a colon to introduce a list/quotation Recall and apply spelling rules Identify and correct misspelled words</p> <p>L 9-10.4 Identify words and phrases with multiple meanings Recognize patterns of word changes that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>) Consult general and specialized reference materials (print and digital) to find: word pronunciation, meaning part of speech etymology</p> <p>L 9-10.5 Recognize and understand the meaning of figurative language (e.g., euphemism, oxymoron) Recognize and understand the different types of relationships of words Recognize and understand nuances in word meanings</p> <p>L 9-10.6</p>	<p>Evaluate the usefulness of digital media in presentations to enhance understanding of findings, reasoning, and evidence Evaluate the usefulness of digital media in presentations to add interest</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing</p> <p>L 9-10.4 Apply context clues (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase Determine or clarify the meaning of unknown or multiple meaning words and phrases Choose flexibly from a range of vocabulary strategies to determine or clarify the meaning of an unknown or multiple meaning word or phrase Verify preliminary determination of the meaning of a word or phrase (e.g., by checking inferred meaning in context or a dictionary) Use word patterns that indicate different meanings or parts of speech (e.g., <i>analyze, analysis, analytical; advocate, advocacy</i>)</p> <p>L 9-10.5 Interpret the role of figurative language in the</p>		
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<p>Identify academic and domain-specific words and phrases sufficient for: reading writing speaking and listening</p> <p>Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge</p>	<p>text Analyze text’s use of language Analyze nuances of words with similar denotations to understand words in context</p> <p>L 9-10.6 Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: reading writing speaking and listening</p> <p>Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge</p>		
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Unit 5 – 4 weeks	Novels: The Odyssey	Non-Fiction: <ul style="list-style-type: none"> • <i>The Other Battle: coming Home</i>—Ann Scott Tyson, The Christian Science Magazine 	Literature 9-10.1 9-10.2
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<p>How do decisions, actions and consequences vary depending on perspective?</p> <p>Benchmark: 3 Poetry</p>	<p>Short Stories:</p> <ul style="list-style-type: none"> • <i>Mumu</i>—Ivan Turgenev (http://www.online-literature.com/turgenev/1972/) • <i>The Open Window</i>—Saki (http://www.eastoftheweb.com/short-stories/UBooks/OpWin.shtml) • <i>Everyday Use</i>—Alice Walker (http://faculty.weber.edu/jyoung/English%206710/Everyday%20Use.pdf) <p>Poems:</p> <ul style="list-style-type: none"> • <i>Ithaca</i>—C.P. Cavafy (http://www.youtube.com/watch?v=1n3n2Ox4Yfk) <p>Note: Poem read by Sean Connery</p> <ul style="list-style-type: none"> • <i>An Ancient Gesture</i>—Edna St. Vincent Millay (http://oldpoetry.com/opoem/23880-Edna-St--Vincent-Millay-An-Ancient-Gesture) • <i>Siren Song</i>—Margaret Atwood (http://www.poemhunter.com/poem/siren-song/) <p>Note: Poem (http://www.poetryarchive.org/poetryarchive/singlePoem.do?poemId=98)</p> <p>Note: Poem read by Margaret Atwood</p> <ul style="list-style-type: none"> • <i>Ulysses</i>—Alfred Lord Tennyson 	<p>(http://www.csmonitor.com/2003/0709/p01s03-usmi.html)</p> <ul style="list-style-type: none"> • <i>Coming Home</i>—Carolyn Kleiner Butler, Smithsonian Magazine (http://www.smithsonianmag.com/history-archaeology/Coming_Home.html) • World War II Memoir—Sylvia Cooke, Panorama (http://www.rmpbs.org/panorama/?entry=36) • <i>Veteran Makes Soldier Homecomings a Daily Ritual</i>—ABC News (http://abcnews.go.com/WNT/PersonOfWeek/story?id=2845247) <p>Visual Media:</p> <ul style="list-style-type: none"> • Paintings based on The Odyssey (http://ancienthistory.about.com/od/odyssey1/ss/062508POdyssey.htm) • <i>The Return of Odysseus (Homage to Pintoricchio and Benin)</i>—Romare Bearden, 1977 (http://www.artic.edu/aic/collections/citi/resources/Rsrc_001111.pdf) • <i>O Brother Where Art Thou?</i> (Movie excerpts and soundtrack) • <i>Burst of Joy</i>—Slava Vader, Associated Press (http://www.fullspectrumottawa.com/exposure/exposure_great_photographs.php) <p>Note: Photograph</p> <ul style="list-style-type: none"> • <i>From Troy or Baghdad: Coming home from war</i>, Boston News (http://www.boston.com/news/local/gallery/ptsd_timeline/) <p>Note: Photo Essay</p> <ul style="list-style-type: none"> • <i>8th of November 1965</i>—Big and Rich Video (http://www.yallwire.com/player/bigandrich8thofnovember.html?detect_mediatype=flv&detect_bitrate=700&big=1) 	<p>9-10.3</p> <p>Informational Reading</p> <p>9-10.1</p> <p>9-10.2</p> <p>9-10.3</p> <p>Writing</p> <p>9-10.2</p> <p>9-10.7</p> <p>9-10.8</p> <p>9-10.10</p> <p>Speaking Listening</p> <p>9-10.2</p> <p>9-10.4</p> <p>9-10.6</p> <p>Language</p> <p>9-10.1</p> <p>9-10.3</p> <p>9-10.6</p> <p>A: 8d, 3d, 5a,e,f,h,c, 6b,c</p> <p>B: 2a, 3e</p>
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	<p>http://poets.org/viewmedia.php/prmMID/15827)</p>	<p><i>8th of November 1965</i>—Big and Rich Lyrics http://www.cowboylyrics.com/lyrics/big-&-rich/8th-of-november-16645.html) Note: Lyrics</p> <ul style="list-style-type: none"> • <i>Coming Home</i>—Chris Daughtry Video http://www.youtube.com/watch?v=rvOIFz_eIN0 <i>Coming Home</i>—Chris Daughtry Lyrics http://www.metrolyrics.com/home-lyrics-daughtry.html • <i>Calypso</i>—Suzanne Vega http://rustedpipe.vega.net/calypso.htm • <i>Things They Carry</i> (Afghanistan)—Kevin Sites http://hotzone.yahoo.com/b/hotzone/blogs2962 Note: Photo Essay • <i>Born to Serve, the Michael Murphy Story</i>, Newscast http://www.newsday.com/news/specials/ny-murphy-seal-sg,0,6675676.storygallery?coll=ny_news_local_xpromo <ul style="list-style-type: none"> • Video clips as relevant and applicable from <i>The Odyssey</i>, <i>Clash of the Titans</i>, <i>Troy</i>, <i>Beowulf</i>, <i>Lord of the Rings</i>, <i>Return of the King</i>, <i>Harry Potter</i>, <i>Star Wars</i> 	
<p>Extra Reading/ Differentiated Text</p>	<p>Poems</p> <ul style="list-style-type: none"> • <i>Facing It</i>—Yusef Komunyakaa (http://www.poetryfoundation.org/poem/177382) <p>Poetry Video (http://www.favoritepoem.org/favoritepoem/videos.html) Note: Connection to Vietnam War</p> <ul style="list-style-type: none"> • <i>The Makers</i>—Howard Nemerov http://oldpoetry.com/opoem/8447-Howard-Nemerov-The-Makers and http://www.favoritepoem.org/favoritepoem/videos.html) 		
<p>Unit 5: Reading</p>	<ul style="list-style-type: none"> • Background for teacher - Homer's <i>Odyssey</i> as Epic Poetry-Joseph Campbell 		

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Focus

http://www.associatedcontent.com/article/425197/homers_odyssey_as_epic_poetry.html

- Background for teacher-“Using Metaphor to Deepen Comprehension” (Chapter 2, p. 17-19; Chapter 7) found in *Deeper Reading* by Kelly Gallagher
- Analyze visual images—Have students look at photographs (Greek myths, etc) and create a claim based on the picture citing strong and thorough evidence to support analysis, determine a theme and analyze it.(RL9-10.1; RL 9-10.2)
Verbal to written response, direct instruction on literary term
- Have students compare and contrast the reading of the text to “Homer’s Odyssey in 14 seconds” on YouTube: <http://www.youtube.com/watch?v=V3GmNMbuMbc>. Discuss what was clear and what is missing (RL9-10.1; RL 9-10.7)
Graphic organizer, Readers as needed, paraphrasing
- Examine different interpretations of the themes of a text. (RL/I 9-10.2; RL/I-9-10.9; RL/I-9-10.7)
Reader as needed, direct instruction in synthesizing
- Analyze how the same theme travels in different genres. (RL/I 9-10.2;RL/I-9-10.9)
Graphic organizer, prompting, cueing
- View different representations (pictures, videos, news articles, feature articles, interviews, etc.) of a topic (war/Greek mythology, etc) and support analysis of what text says explicitly as well as inferences drawn from text (RL/I-9-10.1)
Direct instruction on making inferences, think aloud, journals/note taking
- *Students analyze how the character of Odysseus from Homer’s Odyssey-a “man of twists and turns”-reflects conflicting motivations through his interactions with other characters in the epic poem. They articulate how his conflicting loyalties during his long and complicated journey home from the Trojan War both advance the plot of Homer’s epic and developing themes.(RL-9-10.2; RL-9-10.3)
Direct instruction in synthesizing, verbal response
- The poem *The Makers* was read at the White House Millennium Celebration. Why was this poem chosen? After listening to the poem, analyze what the text says using textual evidence and determine a theme or central idea. (RL9-10.1; RL9-10.2)
Highlighting, direct instruction in monitoring for meaning and synthesizing, reader as needed, paraphrasing
- Read to answer these questions:
 - Why are we reading the epic poem *The Odyssey* today when it was written almost 3,000 years ago?
 - What value does the book hold for the modern teenager?
 - What does the book mean in terms of how I think about my myself, my family, my peers, my community, my country and humanity.**Direct instruction in short answer responses, modeling, written examples**
- Before reading *The Odyssey*, view the video reading (<http://www.youtube.com/watch?v=1n3n2Ox4Yfk>) of the poem “Ithaka” and analyze the poem. Revisit the poem

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at the end of the unit to see if your understanding of the poem has changed. (RL-9-10.2)

Reader as needed, paraphrasing, highlighting

- Examine figurative language and the use of literary devices. Engage in conversations in literature circles to deepen your understanding and hear others' perspectives. (RL-9-10.4)

Prompting of literary devices, cue cards, scripts

- Create a matrix to study the characters throughout the journey as they are introduced. Answer the following questions for one character: (RL9-10.3)
 - What does the character say or do?
 - How does the character exhibit intellectual and physical strength?
 - What do others think about the character?
 - How does the character look and feel?
 - How do you feel about the character?

Reader as needed, journaling/logs, paraphrasing

- Annotate the text noting the influences of women in *The Odyssey*. (Athena, Penelope, Circe, Calypso) (RL9-10.3).

Modeling, Cue cards, reader as needed

- In literature circles, read the linking texts ("Siren Song," "An Ancient Gesture," and "Calypso"), about three strong female characters in the story. Analyze the poems and song lyrics, annotating the text. (RL9-10.1; RL9-10.2; RL9-10.3)

Reader as needed, paraphrasing, pre-teaching vocabulary

- "Ulysses" by Tennyson is a dramatic monologue based on Homer's Odysseus. Analyze the poem _____ annotating the text. Many readers think that in the poem, Odysseus is suffering from "post-war _____ disillusionment" and is about to impart on a new voyage. Others think that he is on his deathbed. Analyze the poem to support both perspectives. (RL9-10.1; RL9-10.2; RL9-10.3)

Modeling of annotation, reader as needed, direct instruction in analyzing text.

- Like Odysseus and his men, soldiers of today face both physical and mental obstacles. They too often suffer post-war effects. In literature circles, read the feature news article "The Other Battle: Coming Home." Work with a partner to outline the article. What is the importance of this article? What should you learn from it? (RI-9-10.8)

Direct instruction in activating prior knowledge, reader as needed, annotation

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	<ul style="list-style-type: none"> • View the Photo Essay “Things They Carry” by Kevin Sites. Compare the items that the soldiers in Vietnam carried to those carried by the soldiers in Afghanistan. (RL/I-9-10.7) <i>Graphic organizer, paraphrasing, modeling</i> • View the photo essay, <i>From Troy or Bagdad: Coming home from War</i>. How does the author’s perspective of this essay support or not support the perspectives in the other news articles that you have read? (RI-9—10.8) <i>Reader as needed, graphic organizer, paraphrasing</i> • View the news clip, “Born to Serve, The Michael Murphy Story.” Like Michael Murphy, many people are motivated to devote their lives to serving others. Relate this idea to the larger world. What sacrifices do people make for others? (RL/I 9-10.2) <i>Direct instruction in activating prior knowledge, verbal to written response</i> • Read and analyze the poem, “Facing It.” View a reading of the poem by a war veteran. Explain how this poem helped him with his struggle to live with his war memories. (RI-9-10.2;RI-9-10.3) <i>Reader as needed, paraphrasing, guided practice in analyzing works of literature</i>
<p>Unit 5: Writing Focus</p>	<ul style="list-style-type: none"> • Have students begin this unit by thinking of their own journeys and linking them to the essential question for the unit – How do the journeys I take in life influence or create my identity? Encourage students to write a narrative based on this question. (W-9-10.3) <i>Activating prior knowledge, scribe as needed, oral to written responses, direct instruction in the writing process and idea development</i> • As students read through texts in this unit, continue to link back to the essential question and have students revisit reflective/narrative writer’s notebook entries.(W-9-1-3; W-9-10.10) <i>Writings journals/logs, direct instruction and guided practice on reflective writing</i> • Produce a video that uses graphics, images, and sound to tell the story of a journey that students have taken. (W-9-10.3; W-9-10.6; SL-9-10.5; SL-9-10.6) <i>Extended time, reduction in assignment, differentiation on assignment</i> • Create a reflective photo story presenting your viewpoint on one of the essential questions from the units this year. (W-9-10.3;W-9-10.6) <i>Prompting of essential questions, differentiation on assignment, shorten assignment</i> • Students get to be Odysseus and make their own choices about where to take their adventure. Have students write arguments with backing to support their choices. (W-9-10.10; W-9-10.1) (http://www.users.globalnet.co.uk/~loxias/odyssey/odyssey.htm) <i>Scribe as needed, direct instruction on point of view, direct instruction on questioning techniques and identifying counterclaims</i> • Write a reflective essay in response to this question: What is it about <i>The Odyssey</i> that has captivated readers for almost 3,000 years? Examine themes, big ideas,

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	<p>characters, suspense, and description. What value does the book hold for the modern teenager? (W-9-10.10)</p> <p style="color: red;">Scribe as needed, pre-writing graphic organizer, direct instruction in the writing process and idea development</p> <ul style="list-style-type: none"> Read the lyrics to “Home” and discuss the meaning of the song. Like Odysseus, the soldiers of today and of the past, long to go home. View the music video <i>Coming Home</i> by Chris Daughtry. React to the video in a quick write (short journal entry). Are all homecomings like the ones portrayed? (W-9-10.10) <p style="color: red;">Journaling, direct instruction in activating prior knowledge</p> <ul style="list-style-type: none"> Read the lyrics to the song “8th of November” to understand the story that is being told. View the music video for this song. Complete a quick write (short journal entry) discussing the similarities between Odysseus and the main character from the song. (W-9-10.10) <p style="color: red;">Graphic organizer, journaling</p>			
<p>Unit 5: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards</p>	<p>Language:</p> <ul style="list-style-type: none"> Allow students to notice and imitate examples of parallel structure. Provide mentor sentences, give students the opportunity to find examples (in Independent Reading texts and class texts), and allow students to practice. (L-9-10.1) Teach in context and not isolation: Use examples from students’ own writing and texts read as a class. (L-9-10.1) 	<p>Speaking/Listening:</p> <ul style="list-style-type: none"> At the end of various texts read, have students prepare to argue the most important event in each and explain why it is so important and how it affected the characters or the plot of the story. Use class share out and/or Socratic circle format for discussion (SL-9-10.6) Homer passed on lessons about life and human nature that have remained important today (SL-9-10.1) <p>In literature circles, discuss:</p> <ul style="list-style-type: none"> What do Odysseus’ s experiences tell us about our own lives and the relationships we have? What does Odysseus learn in his adventures and sufferings? <ul style="list-style-type: none"> What role does suffering play in our lives? 	<p>Vocabulary:</p> <ul style="list-style-type: none"> textual evidence (RL/I.9-10.1) key ideas & details (RL/I.9-10.1) inference (RL/I.9-10.1) analyze (RL/I.9-10.1) textual analysis (RL/I.9-10.1) explicit evidence (RL/I.9-10.1) inferred evidence (RL/I.9-10.1) central idea (RL/I.9-10.2) theme (RL/I.9-10.2) objective summary (RL/I.9-10.2) 	

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		<p>* Students must design their own island with at least THREE obstacles that must be faced...cannot use any of the same situations from the text...be creative! Students must design their island, complete, with captions on the posterboard. In an essay, students must explain how their hero overcame the three obstacles, as well as a basic description of their island. NOTE: Pair with <i>The Odyssey</i> (SL-9-10.5; W-9-10.10)</p>	<ul style="list-style-type: none"> • complex characters (RL.9-10.3) • conflicting motivations (RL.9-10.3) • characterization (RL.9-10.3) • analysis (RI.9-10.3) • rhetorical strategies (RI.9-10.3) • figurative language (9-10.4) • allusion (9-10.4) • foreshadowing (R-9-10.4) <p>Writing</p> <ul style="list-style-type: none"> • point of view (W.9-10.3) • narrative (9-10.3)_ • dialogue (W.9-10.3) • pacing (W.9-10.3) • description (W.9-10.3) • reflection (W.9-10.3) • plot (W.9-10.3) • sequence (W.9-10.3) • transition (W.9-10.3) 	
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			<ul style="list-style-type: none">• sensory language (W.9-10.3)• setting (W.9-10.3)• character (W.9-10.3)• conclusion (W.9-10.3) <p>Speaking and Listening</p> <ul style="list-style-type: none">• justify (SL.9-10.1)• formal (SL.9-10.6)• informal (SL.9-10.6) <p>Language</p> <p>Types of phrases (L.9-10.1)</p> <ul style="list-style-type: none">• noun• verb• adjective• participial• prepositional• absolute• parallel structure• independent• dependent• noun	
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			<ul style="list-style-type: none"> • relative • adverbial 				
Knowledge		Reasoning Skills		Processing Skills		Products	
<p>RL 9.1: Identify strong and thorough textual evidence. Discuss details the text uses for textual analysis.</p> <p>RL 9.2: Identify the central idea or theme within a text. Identify specific details that support the development of a theme or central idea as it: emerges, is shaped, is refined. Provide an objective summary</p> <p>RL 9.3: Identify: Complex characters in text, evidence in a text that makes the character complex. Identify conflicting motivations. Identify the theme of a story.</p> <p>RI 9.1: Identify strong thorough textual evidence. Discuss details the text uses to support textual analysis.</p> <p>RI 9.2: Identify the central idea within a text. Identify specific details that support the development of the central idea as it emerges,</p>	<p>RL 9.1: Analyze texts in order to provide evidence of how the text explicitly uses details to support key ideas. Draw inferences from the text in order to understand how textual analysis is developed. Cite strong and thorough textual evidence to support the text (explicit and inferred)</p> <p>RL 9.2: Analyze how the theme or central idea of a text emerges, is shaped and refined by specific details. Interpret how the text supports key ideas or themes with specific details. Formulate an objective summary that includes how the central idea emerges, is shaped, is refined by specific details.</p> <p>RL 9.3: Analyze how characters change over the course of the text. Examine how characters' motivations / traits affect the plot. Describe the conflicts and motivations in characters. Analyze how characters conflicts, motivations, interactions advance the plot or theme.</p>	<p>W9-10.10 Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)</p> <p>SL9-10.4 Present: information findings supporting evidence</p> <p>clearly, concisely, and logically such that listeners can following the line of reasoning and the: organization development substance style</p> <p>are appropriate to: purpose audience task</p> <p>SL9-10.6 Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when</p>	<p>W9-10.2 Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: o effective selection o organization o analysis of content</p> <p>Introduce a topic and: organize complex ideas, concepts, and information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>Develop the topic with: well-chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples</p> <p>appropriate to the audience's knowledge of the topic Use appropriate and varied transitions to:</p>				

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<p>is shaped and is refined. Provide an objective summary.</p> <p>RI 9.3: Identify organizational patterns (eg. Cause / effect, chronological, sequential, order of importance, c/c and logical). Identify paragraph development strategies (eg. Facts, statistics, examples, anecdotes).</p> <p>W 9-10.2 Identify: complex ideas appropriate formatting supporting details effective transitions precise language domain specific-language</p> <p>Identify a conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W9-10.7 Identify: appropriate short and sustained research topics multiple sources on the subject of the research</p> <p>Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate</p> <p>W9-10.8 Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search</p>	<p>RI 9.1: Analyze text in order to provide evidence of how the text explicitly uses details to support key ideas. Draw inferences from the text to support textual analysis. Cite strong and thorough textual evidence to support the text (explicit & inferred).</p> <p>RI 9.2: Analyze how the central idea of a text emerges, is shaped and refined by specific details. Interpret how the text supports key ideas with specific details. Provide an objective summary that include how the central idea emerges, is shaped and refined by specific details.</p> <p>RI 9.3: Determine the main ideas or events. Examine the strategies the author uses to introduce his points and develop his points. Analyze the authors use of organizational patterns and techniques to connect ideas and communicate an overall message.</p> <p>W9-10.2 Determine organization of complex ideas Determine appropriate: formatting graphics multimedia to aid comprehension Determine: well-chosen, relevant, sufficient: facts definitions</p>	<p>appropriate</p> <p>Language 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p> <p>9-10.6 Use general and domain-specific words and phrases at the college and career readiness level sufficient for: reading writing speaking and listening</p> <p>Use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge by: contextual clues references/resources</p>	<p>link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts Use precise language and domain-specific vocabulary to manage the complexity of the topic Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing Provide a concluding statement or section that follows from and supports the information or explanation presented</p>
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<p>Define and identify plagiarism</p> <p>W9-10.10 Recognize: task audience purposes</p> <p>SL 9-10.2 Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy</p> <p>SL 9-10.4 Identify: information findings supporting evidence Recognize that presentation of information is determined by analysis of: purpose audience task Recognize what constitutes clear, concise, and logical presentation of information and findings</p> <p>SL 9-10.6 Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3)</p>	<p>details quotations</p> <p>appropriate to the audience's knowledge of the topic Determine appropriate and varied transitions that: link sections create cohesion clarify relationships among complex ideas/concepts Evaluate word choice for managing complexity of tone Determine formal style and objective tone while attending to the norms and conventions of informative writing Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W9-10.7 Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p> <p>W9-10.8 Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question</p>		
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<p>L9-10.1 Define and identify parallel structure Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p> <p>Identify types of clauses: independent, dependent noun, relative, adverbial</p> <p>L9-10.3 Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type.</p> <p>L 9-10.6 Identify academic and domain-specific words and phrases sufficient for: reading writing speaking and listening</p> <p>Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge</p>	<p>Integrate information into text selectively to: maintain flow of ideas avoid plagiarism</p> <p>Use advanced searches effectively</p> <p>W9-10.10 Determine when to write: routinely over extended time frames (time for research, reflection, and revision) routinely over shorter time frames (a single sitting or a day or two) Determine organizational structure for a range of tasks, purposes, and audiences</p> <p>SL 9-10.2 Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally) Evaluate the credibility of each source Evaluate the accuracy of each source</p> <p>SL 9-10.4 Determine: supporting evidence logical organization and appropriate development appropriate substance appropriate style for purpose, audience, and task</p> <p>SL 9-10.6 Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal</p>		
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<p>speech Analyze the situation to determine if it requires formal or informal language</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing</p> <p>L9-10.3 Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing</p> <p>Write and edit work according to style manual guidelines, appropriate for the discipline and writing type</p> <p>L 9-10.6 Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: reading writing speaking and listening</p> <p>Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge</p>		
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	Select appropriate resources to aid in gathering vocabulary knowledge		
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<p>Unit 6 – 4 weeks</p> <p>How do universal themes (love, loyalty, fate) evolve over time and what effect does this have on people?</p> <p>QC Benchmark 4 and 5: Drama and Usage/Mechanics</p>	<p>Novels: Romeo and Juliet</p> <p>Short Stories:</p> <ul style="list-style-type: none"> • <i>Cranes</i>—Peter H. Lee (Holt) • <i>Fish Cheeks</i>—Amy Tan (http://www.peninsula.wednet.edu/classroom/robisonp/fish_cheeks.htm) • <i>Smart Cookie</i> from <i>House on Mango Street</i>—Sandra Cisneros (http://www.nexuslearning.net/books/holt-eol2/Collection%202/smartcookie.htm) • <i>The Man in a Case</i>—Anton Chekhov (http://tinyurl.com/45ww08j) • <i>The Necklace</i>—Guy de Maupassant (www.horrormasters.com/Text/a2570.pdf) <p>Poems:</p> <ul style="list-style-type: none"> • <i>Road Not Taken</i> – Frost (www.poets.org) • <i>Theme for English B</i> - Langston Hughes (http://www.eecs.harvard.edu/~keith/poems/English_B.html) • <i>What lips my lips have kissed, and where, and why</i> (Sonnet XLIII) - Edna St. Vincent Millay (http://www.poets.org/viewmedia.php/prm) 	<p>Non-Fiction:</p> <ul style="list-style-type: none"> • Roosevelt's Infamy Speech (http://www.law.ou.edu/ushistory/infamy.shtml) and George Bush's Address following 9/11 attacks (http://www.americanrhetoric.com/speeches/gwbush911jointsessionspeech.htm) may be used to compare & contrast the events and the presidents' reactions to the events. • <i>Superman and Me</i> - Sherman Alexie (Edge B) http://www.slideshare.net/petersneal/ge117-superman-and-me-alexie-5208867 • <i>Romeo and Juliet in Bosnia</i> - Bob Herbert (editorial) http://www.nytimes.com/1994/05/08/opinion/in-america-romeo-and-juliet-in-bosnia.html • Script to <i>Romeo and Juliet in Sarajevo</i> http://www.pbs.org/wgbh/pages/frontline/programs/transcripts/1217.html • <i>Romeo and Juliet in Bosnia</i> by Bob Herbert (editorial) • <i>Teen Brains Are Different</i> - Lee Bowman (Edge A) <p>Visual Media:</p> <ul style="list-style-type: none"> • <i>West Side Story</i> (movie and sound track) • <i>Romeo and Juliet in Sarajevo</i> – CBS Evening News May 10, 1994 • Song- <i>Changes</i>—Tupac Shakur (http://www.azlyrics.com/lyrics/2pac/changes.html) • Canadian Shakespeare Interactive Folio (http://www.uoguelph.ca/shakespeare/rjfolio.cfm) • <i>Firework</i> - Katy Perry (http://www.elyrics.net/read/k/katy-perry-lyrics/firework-lyrics.html) 	<p>Literature 9-10.4 9-10.5 9-10.6</p> <p>Informational Reading 9-10.4 9-10.5 9-10.6</p> <p>Writing 9-10.2 9-10.7 9-10.8 9-10.10</p> <p>Speaking Listening 9-10.2 9-10.4 9-10.6</p> <p>Language 9-10.1 9-10.3 9-10.6</p> <p>Quality Core Standards A: 3a,c, 5a,c,e,h, 6b,c B: 6a,b,c, 4a,c,f, 5b,c,d,e,f</p>
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	<p>MID/15420)</p> <ul style="list-style-type: none"> • <i>We Never Know How High</i> - Emily Dickinson (http://www.poets.org/viewmedia.php/prmMID/19370) 	<ul style="list-style-type: none"> • Theme of Star Crossed Lovers in various media • Compare and contrast scenes from Zefirelli's and Luhrmann's film versions of <i>Romeo and Juliet</i> (especially ending scene) • The Pyramid of Hate (www.adl.org/education/courttv/pyramid_of_hate.pdf) 	
<p>Extra Reading/ Differentiated Texts</p>	<p>Poems</p> <ul style="list-style-type: none"> • <i>When I was One-and-Twenty</i> - A.E. Housman (http://www.bartleby.com/123/13.html) • <i>Solitude</i> - Alexander Pope (http://www.poetry-archive.com/p/solitude.html) • <i>The Hand</i> - Mary Ruefle (http://www.loc.gov/poetry/180/121.html) • <i>Me</i> - Walter de la Mare, found on page 13 at: (http://deoschool.com/Deo_School_Resource_Website_files/Poetry%20Anthology%20Volume%201.pdf) • <i>Choices</i>—Nikki Giovanni (www.nsm.buffalo.edu/~sww/poetry/giovanni_nikki.html) 		
<p>Unit 6: Reading Focus</p>	<ul style="list-style-type: none"> • For <i>Romeo and Juliet</i>, look at Jim Burke's <i>What's The Big Idea?</i>. Chapter 3 is entirely based around teaching <i>Romeo and Juliet</i> through EQs. His reproducible handouts for this can be found at www.englishcompanion.com. <p style="color: red;">Reader as needed, paraphrasing, prompting/cueing</p> <ul style="list-style-type: none"> • As you read <i>Romeo and Juliet</i>, and all texts in this unit, pay close attention to language and determine the meaning of words and phrases as they are used in the text. Pay close attention to figurative and connotative meanings and analyze the impact of word choice on meaning and tone. (RL9-10.4) <p style="color: red;">Reader as needed, paraphrasing, adapted texted as needed, pre-teaching vocabulary</p> <ul style="list-style-type: none"> • As students explore short stories, make the following purpose for reading: analyze how a particular point of view or cultural experience is reflected in that work. (RL-9.10.6) 		

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Direct instruction in inferring and questioning, reader as needed, paraphrasing

- Read and analyze a variety of genres that deal with the same topic (Example: If the topic is relationships, you might explore a short story, a poem, a speech, etc all dealing with relationships as the topic). Explore how the writers approach these topics based on the genre. (RL-9.10.9; RI9-10.9)

reader as needed, text on students reading level, think aloud

- Examine different interpretations of the themes of a text. (RL-9-10.9; RI-9-10.9; RL-9-10.7; RI-9-10.7)

Direct instruction in synthesizing and paraphrasing

- Analyze how the same theme travels in different genres. (RL-9.10.9; RI-910.9)

Direct instruction in relating new to known information, synthesizing, prompting and cueing

- Provide an anticipation guide to have students reflect on relationships with others who influence their identity. Revisit the guide after reading to reflect on potential changes in those beliefs.

Direct instruction on reflect writing and modeling

- Continue examining themes in texts. Have students consider the significance of the themes, evidence of the themes, and what essential (real-world connection) questions are triggered based on the themes that are running through the texts. (RL-9-10.9; RI-9-10.7)

Prompting, direct instruction in new to known information

- Guide independent reading toward books drawn from similar source material; for example, if your major text is *Romeo and Juliet* have students pick books with star-crossed lovers (*Twilight*, *West Side Story*, etc.) for independent reading. (RL-9-10.9)

Adapted texts, monitoring in reading comprehension

- Choose a cartoon episode with literary and artistic allusions (*The Simpsons* has a lot of them) and watch it; view the original text or artwork. Have students compare, contrast, and analyze (Venn Diagram). (RL-9-10.7, RL-9-10.9, RI-9-10.7)

Direct instruction in use of graphic organizer, paraphrasing, prompting of literary terms, present possible cartoon choices

Unit 6:

- Select a short story and write an essay that analyzes how a character's choice plays a part in the essence and workings of the chosen story. Make a claim. State thesis

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<p>Writing Focus</p>	<p>clearly and include evidence to support your thesis. (W-9.10.7)</p> <ul style="list-style-type: none"> ● Have students complete a journal/writing notebook activity about relationships and how they influence them. They might reflect upon the question: How many relationships have had a positive/negative impact on who I am? (W-9-10.4) ● As students read through the text, ask them to pay close attention to the details of the story that address overlapping themes. Have them begin gathering evidence from the text that relates to these themes and begin making conclusions about the author’s message or style. Go further by asking questions that connect big ideas and the essential question in relation to students’ relationships, selves, experiences, and world. Have students organize thoughts and evidence into a thematic analysis. ● Thesis Generator—helps students in outlining idea for their I-search paper and can be found at www.englishcompanion.com. (W-9.10.2) ● Have students research, write arguments, and present and/or debate their ideas on the topic of arranged marriages in other cultures. Encourage students to also make connections with this topic and <i>Romeo and Juliet</i>. (W-9-10.1, SL-9-10.3, SL-9-10.2) ● Have students research, write arguments, and present and/or debate their ideas on the topic of arranged marriages in other cultures. Encourage students to also make connections with this topic and <i>Romeo and Juliet</i>. (W-9-10.1, SL-9-10.3, SL-9-10.2) <p>** The following modifications are options for writing focus: scribe as needed, extended time, verbal to written response, writing journals/logs, use graphic organizers, pre-writing organizers, direct instruction in the writing process and idea development</p>		
<p>Unit 6: Grammar/Usage/ Word Instruction/A. C.T. College Readiness Standards</p>	<p>Language:</p> <ul style="list-style-type: none"> ● Here's a link to a website that has a lot of activities and Powerpoint presentations on figurative language. http://www.ereadingworksheets.com/figurative-language/figurative-language-activities/ (L-9-10.5) ● Cut apart a sentence, so that words and all punctuation (colon, semicolon, etc) are on different pieces of paper. Allow students to work in small groups to reconstruct the sentence in the most effective order. You could also illustrate parallel structure in this activity. (L-9-10.1, L-9-10.2) 	<p>Speaking/Listening:</p> <ul style="list-style-type: none"> ● Evaluate information presented in diverse media and formats and evaluate the credibility and accuracy of each. (SL-9-10.2; SL-9-10.3) ● Have students participate in table talk questions or Socratic circle (or other discussions) that surround the theme. Students should support their arguments with specific evidence, both text and real world. (SL-9-10.1, SL-9-10.3) 	<p>Vocabulary: Reading</p> <ul style="list-style-type: none"> ● indicates term that should have previously been taught ● artistic medium (RL/I.9-10.7) ● subject (RL/I.9-10.7) ● key scene (RL/I.9-10.7) ● theme (RL.9-10.9) ● source material (RL.9-10.9) ● allusion (RL.9-10.9)

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			<ul style="list-style-type: none">● metaphor (RL.9-10.9) <p>Writing</p> <ul style="list-style-type: none">● central question (W.9-10.7)● synthesize (W.9-10.7)● credibility (W.9-10.8)● advanced search (W.9-10.8)● plagiarism (W.9-10.8)● paraphrase (W.9-10.8)● authoritative print (W.9-10.8) <p>Speaking and Listening</p> <ul style="list-style-type: none">● media (SL.9-10.2)● format (SL.9-10.2)● formal (SL.9-10.6)● informal (SL.9-10.6) <p>Language</p> <ul style="list-style-type: none">● Types of phrases (L.9-10.1)<ul style="list-style-type: none">● noun● verb● adjectival● participial	
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			<ul style="list-style-type: none">• prepositional• absolute● parallel structure• Types of clauses (L.9-10.1)<ul style="list-style-type: none">• independent• dependent• noun• relative• adverbial● semicolon (L.9-10.2)● colon (L.9-10.2)● affix (L.9-10.4)<ul style="list-style-type: none">● root (L.9-10.4)● etymology (L.9-10.4)● figure of speech (L.9-10.5)<ul style="list-style-type: none">● denotation (L.9-10.5)● nuances (L.9-10.5) <p><u>Literary Terms</u></p> <ul style="list-style-type: none">• plot	
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			<ul style="list-style-type: none">• conflict• theme• foreshadowing• flat character• round character• static character• dynamic character• protagonist• antagonist• setting (historical setting)• mood• theme• symbolism• tone• irony• monologue• soliloquy• aside	
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			<ul style="list-style-type: none"> • tragedy • figurative language • iambic pentameter • imagery • inference • literal • figurative • simile • metaphor 	
Knowledge	Reasoning Skills	Processing Skills	Products	
<p>RL 9-10.4 Identify: words and phrases figurative words and phrases connotative words and phrases in a text Identify words that impact meaning and tone</p> <p>RL 9-10.5 Identify aspects of text's structure Identify order of events in text Identify how author manipulates time Describe the effect such as:</p>	<p>RL 9-10.4 Determine the meaning of words and phrases as they are used in a text Determine the figurative and connotative meanings of words and phrases as they are used in a text Analyze the cumulative impact of specific word choice on meaning or tone</p> <p>RL 9-10.5 Analyze how author's: choice of plot structure creates an effect</p>	<p>W9-10.10 Writes routinely over extended time frames (time for research, reflection, and revision) Writes routinely over shorter time frames (a single sitting or a day or two)</p> <p>SL9-10.4 Present: information findings supporting evidence</p> <p>clearly, concisely, and logically</p>	<p>W 9-10.2 Write informative/explanatory text which: examines/conveys complex ideas, concepts, information demonstrates clear and accurate information uses: o effective selection o organization o analysis of content</p> <p>Introduce a topic and: organize complex ideas, concepts, and</p>	

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<p>mystery tension surprise the author uses</p> <p>RL 9-10.6 Define cultural experience Distinguish difference between culture and cultural experience Identify the: point of view or cultural experience</p> <p>RI 9-10.4 Identify: words and phrases figurative words and phrases connotative words and phrases technical words and phrases in a text Identify tone of a text</p> <p>RI 9-10.5 Identify the author's ideas or claims Determine the structure/text features of an informational passage</p> <p>RI 9-10.6 Define rhetoric Identify rhetorical techniques</p> <p>W 9-10.2 Identify: complex ideas appropriate formatting supporting details</p>	<p>order of events within a text creates an effect manipulation of time creates an effect</p> <p>RL 9-10.6 Cite details or examples of the point of view or cultural experience Examine the relationships of the point of view or cultural experience with those of other cultures as read in texts from outside the US Analyze the point of view or cultural experience using contrasting and/or supporting views from a wide array of other world literature</p> <p>RI 9-10.4 Determine the meaning of words and phrases as they are used in a text, including: figurative connotative technical meanings Analyze the cumulative effect of word choices on: meaning tone</p> <p>RI 9-10.5 Analyze how the author uses particular: sentences, paragraphs, or larger portions to develop or refine: ideas or claims</p> <p>RI 9-10.6</p>	<p>such that listeners can following the line of reasoning and the: organization development substance style</p> <p>are appropriate to: purpose audience task</p> <p>SL9-10.6 Speak effectively in a variety of situations Demonstrate correct language usage Adjust from informal to formal language when appropriate</p> <p>L9-10.1 Demonstrate command of the conventions of standard English grammar and usage when speaking Use parallel structure Uses various phrases and clauses to: add variety and interest to presentations convey specific meanings in presentations</p> <p>L9-10.6 Use general and domain-specific words and phrases at the college and career readiness level sufficient for: reading writing speaking and listening</p> <p>Use appropriate contextual clues when</p>	<p>information to make important connections and distinctions include formatting, graphics, and multimedia when useful to aiding comprehension</p> <p>Develop the topic with: well-chosen, relevant, and sufficient facts extended definitions concrete details quotations other information examples</p> <p>appropriate to the audience's knowledge of the topic Use appropriate and varied transitions to: link the major sections of the text, create cohesion clarify the relationships among complex ideas and concepts</p>
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<p>effective transitions precise language domain specific-language Identify a conclusion for the topic that follows from and supports the information or explanation presented</p> <p>W 9-10.7 Identify: appropriate short and sustained research topics multiple sources on the subject of the research Use reference materials (both print and electronic material) appropriately Narrow or broaden the inquiry when appropriate</p> <p>W 9-10.8 Recognize authoritative digital and print sources Cite in standard formats Perform an advanced search Define and identify plagiarism</p> <p>W9-10.10 Recognize: task audience purposes</p> <p>SL 9-10.2 Identify information from multiple sources presented in diverse media (e.g., visually, quantitatively, orally) Define credibility Define accuracy</p>	<p>Analyze the author's use of rhetoric Analyze the rhetorical techniques the author uses to express his/her point of view or purpose Support your analysis with examples from the text</p> <p>W 9-10.2 Determine organization of complex ideas Determine appropriate: formatting graphics multimedia to aid comprehension Determine: well-chosen, relevant, sufficient: facts definitions details quotations appropriate to the audience's knowledge of the topic Determine appropriate and varied transitions that: link sections create cohesion clarify relationships among complex ideas/concepts Evaluate word choice for managing complexity of tone Determine formal style and objective tone while attending to the norms and conventions of informative writing Determine an effective, supportive conclusion for the topic that follows from and supports the information or explanation presented</p>	<p>demonstrating independence in gathering vocabulary knowledge by: contextual clues references/resources</p>	
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<p>SL 9-10.4 Identify: information findings supporting evidence Recognize that presentation of information is determined by analysis of: purpose audience task Recognize what constitutes clear, concise, and logical presentation of information and findings</p> <p>SL 9-10.6 Describe audience, situation, and purpose Identify qualities of formal and informal speech Describe formal and informal settings (The underpinning knowledge targets are found in Language Standards 1 and 3)</p> <p>L9-10.1 Define and identify parallel structure Recognize various types of phrases: noun verb adjectival adverbial participial prepositional absolute</p> <p>Identify types of clauses: independent, dependent noun, relative, adverbial</p>	<p>W 9-10.7 Evaluate the credibility of sources Construct and refine research questions Synthesize information from multiple sources Conduct steps for short as well as sustained research projects to answer a question Conduct short and sustained research to answer a question (including a self-generated question) or solve a problem</p> <p>W 9-10.8 Gather relevant information from multiple print and digital sources Assess the usefulness/ authoritative print of each source in answering the research question Integrate information into text selectively to: maintain flow of ideas avoid plagiarism Use advanced searches effectively</p> <p>W9-10.10 Determine when to write: routinely over extended time frames (time for research, reflection, and revision) routinely over shorter time frames (a single sitting or a day or two)</p> <p>SL 9-10.2 Integrate multiple sources of information presented in: diverse media formats (e.g., visually, quantitatively, orally) Evaluate the credibility of each source Evaluate the accuracy of each source</p>		
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<p>L9-10.3 Understand how language functions in different context Identify and understand various guidelines in style manuals Recognize that the style of a written work should be appropriate to the discipline and writing type.</p> <p>L 9-10.6 Identify academic and domain-specific words and phrases sufficient for: reading writing speaking and listening</p> <p>Recognize and gather words and phrases important to comprehension or expression Identify appropriate resources to aid in gathering vocabulary knowledge</p>	<p>SL 9-10.4 Determine: supporting evidence logical organization and appropriate development appropriate substance appropriate style for purpose, audience, and task</p> <p>SL 9-10.6 Evaluate audience needs (including perceptions and misconceptions) Distinguish between formal and informal speech Analyze the situation to determine if it requires formal or informal language</p> <p>L 9-10.1 Demonstrate command of the conventions of standard English grammar and usage when writing Incorporate parallel structure Use various phrases and clauses to: add variety and interest to writing convey specific meanings in writing</p> <p>L9-10.3 Apply knowledge of language to: understand how language functions differently in different contexts to make effective choices for meaning or style to comprehend more fully when reading or writing</p> <p>Write and edit work according to style manual guidelines, appropriate for the discipline and</p>		
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	<p>writing type</p> <p>L 9-10.6 Make meaning and use accurately words and phrases important to the comprehension of academic and domain-specific words through: reading writing speaking and listening</p> <p>Acquire and use appropriate contextual clues when demonstrating independence in gathering vocabulary knowledge Select appropriate resources to aid in gathering vocabulary knowledge</p>		
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