

Hesperia Community Schools Curriculum Mapping

Teacher: Dean-Rumsey

Course: 10th Grade Honors English

Timeline	HSCE's/GLCE's and CCSS	Content—the “WHAT” of teaching. Specific themes, units & topics.	Essential Skills: the “Important Details/Essential Questions” you are teaching (How & essential of What)	Content Vocabulary	Assessment: the products & performances of learning	Resources
<p>Honors Eng10 1st 9 Weeks</p> <p>2 weeks: Unit 1- Summer Reading wrap-up</p> <p>2 Weeks: Unit 2- Heroes in Everyday Life</p> <p>3 Weeks: Unit 3- Heroes from Legend</p>	CE 1.1.1 CE 1.1.2 CE 1.1.3 CE 1.1.4 CE 1.1.5 CE 1.1.6 CE 1.1.7 CE 1.1.8 CE 1.2.2 CE 1.3.2 CE 1.3.3 CE 1.3.4 CE 1.4.2 CE 1.4.4 CE 1.4.5 CE 1.4.6 CE 1.4.7 CE 2.1.1 CE 2.1.2 CE 2.1.3 CE 2.1.4 CE 2.1.5 CE 2.1.7 CE 2.4.5 CE 3.1.1 CE 3.1.2 CE 3.1.3 CE 3.14 CE 3.1.5 CE 3.1.6 CE 3.1.8 CE3.1.9 CE 3.10 CE 3.2.1 CE 3.2.2 CE 3.2.3 CE 3.2.4 CE 4.1.3 CE 4.1.4 CE 4.1.5	<p>Unit 1: Contemporary Nonfiction: Diving deep—avoiding superficial analysis of fiction and nonfiction</p> <p>Essential Questions:</p> <p>How can I enjoy reading while still aiming for deeper understanding?</p> <p>What is the essential difference between fiction and non-fiction in contemporary literature?</p> <p>What is my understanding of the elements of fiction and nonfiction?</p> <p>What is the difference between reader's response and analysis? What is the importance of each?</p> <p>How can I learn to trust my own critical response to my reading?</p> <p>How can I best share my personal and critical responses to my reading?</p> <p>Unit 2: Heroes in Everyday Life “102 Minutes” “And of Clay Are We Created” “Into Thin Air” Disaster on the Peak” (article) “Everest” movie “RMS Titanic” “A Fireman's Story”</p> <p>Essential Questions: What is the effect of adversity on the human spirit?</p>	<p>1. Reading Utilize annotating skills as an active reader Make inferences Identify and support themes Make independent choices to read material that is both enjoyable and challenging</p> <p>2. Writing: Reinforce the writing process with emphasis on peer response and revision</p> <p>Schaeffer Method focus: Write text-supported concrete details and analytical concrete details Introduction: Literary analysis essay</p> <p>Write 5-paragraph essays to support a thesis.</p> <p>Speaking, Viewing, Listening: Planning and preparing a group presentation, assuming equal duties at each step</p>	<p>Personal response: Reaction to passages in the reading-- explanation, speculation, memories, comparison/contrast to personal experience and observations, comparison/contrast to past reading/viewing, questions, predictions, observations, etc.</p> <p>Analysis of Fiction and Nonfiction: Plot, setting, characterization, theme, symbolism, literary quality</p> <p>Annotation, paraphrase, quotation, support, explanation</p> <p>School of Criticism: Reader-Response Criticism (1960s-present)</p> <p>Written Analysis: Analysis Thesis Support Concrete detail Commentary Grabber Transitions/coherence Quotation/paraphrase Ellipses Integration Literary present tense</p>	<p>Summer logging—complete a book reduction for the book</p> <p>Nonfiction: Group Presentation</p> <p>Nonfiction: Mini-analytical essay</p> <p>Independent Reading--2 books of choice during the semester.</p> <p>Book Reduction</p> <p>Literature Circles</p> <p>Book Talk</p> <p>Journal writings</p> <p>Literary Analysis paragraphs:</p> <p>“102 Minutes” analysis paragraph using in-text quotations, MLA format</p> <p>“And of Clay Are We Created” analysis paragraph using 3 in-text quotations, MLA format</p> <p>Schaefer Method paragraph: Analyze the heroic qualities of a character from:</p>	<p>Anchor Texts for Unit 1:</p> <p>Contemporary Nonfiction: (Students choose one)</p> <p><i>102 Minutes</i> by Jim Dwyer & Kevin Flynn <i>Into Thin Air</i> by Jon Krakauer <i>A Night to Remember</i> by Walter Lord</p> <p>Independent Reading Selected from teacher's list (2 per semester- 1 fiction and 1 non-fiction)</p> <p>Unit 2 Anchor Texts: <i>Holt Language of Literature</i> “102 Minutes” by Jim Dwyer & Kevin Flynn (excerpts) “And of Clay Are We Created” by Isabel Allende “Into Thin Air” by Jon Krakauer (excerpts) “RMS Titanic” “A Fireman's Story”</p> <p>Linking Texts: “Everest” movie (1995 “IMAX” Film) “Disaster on the</p>

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		<p>What does it mean to be courageous?</p> <p>What dies and what is born in the individual who survives tragedy?</p> <p>Unit Questions: What do the selections reveal about how some people respond to the suffering of others?</p> <p>How do the characters in the stories demonstrate heroism?</p> <p>Independent Reading Selected from teacher's list (1 per semester)</p> <p>Unit 3: Heroes from Legend "The Sword in the Stone" "Launcelot du Lake" "Morte d'Arthur" poem (supplementary text) "Merlin" film First Knight" film</p> <p>Essential Questions: What do legends teach us about society?</p> <p>What characteristics make a person a hero?</p> <p>What qualities of an Arthurian Knight do we still value today? Which chivalrous qualities may be outdated?</p> <p>Unit Questions: What is the hero's quest? What heroic qualities does the character possess to overcome the challenge(s)? What conflicts does the hero overcome?</p>	<p>3. Conventions/Grammar: ACT Skills: identify grammatical structures correctly: Verbs, Nouns, Prepositions</p> <p>ACT Skills: Use grammatical structures correctly: Compound/complex sentences Avoiding run-ons and fragments</p> <p>ACT Skills: Demonstrate use of conventions of grammar in written texts and demonstrate understanding of the 10 Comma rules. Focus on rules #1-5</p> <p>Combine sentences with FANBOYS</p> <p>Write paragraphs with MLA parenthetical note (in-text citations)</p>	<p>MLA format/documentation Peer response</p> <p>Literary Elements/Terms: Plot Theme Setting Romantic literature Chivalry Archetype</p> <p>Literary Devices: Allusion Symbolism Mood Situational irony Dramatic irony Verbal irony Flashback Foreshadowing Metaphor Simile Personification Imagery</p> <p>MLA Format: Parenthetical documentation, works cited, thesis, plagiarism</p>	<p>"102 Minutes" "And of Clay Are We Created" Use 3 text quotations, correctly cited.</p> <p>"Into Thin Air" analysis paragraph using 3 in-text quotations, correctly cited.</p> <p>"Morte d'Arthur" analysis paragraph using 3 in-text quotations, MLA format</p> <p><i>5- Paragraph Persuasive Essay: King Arthur</i> Write a persuasive essay over the Arthurian texts and films, related to essential questions</p> <p>Using a rubric, respond to content and proofread a draft</p> <p>Assorted quizzes on literature selections</p> <p>Assorted quizzes on grammatical concepts</p> <p>Independent reading journal entries</p> <p>Independent reading novel reduction</p>	<p>Peak" (article)</p> <p>Unit 3 Anchor Texts: "The Sword in the Stone" "Launcelot du Lac" "Morte d'Arthur" poem (supplementary text)</p> <p>Unit 3 Linking Texts: "Merlin" film "First Knight" film</p> <p>Holt <i>Warriner's Handbook Grammar</i></p>
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<p>2nd Marking Period</p>	<p>CE 1.1.1 CE 1.1.2 CE 1.1.3 CE 1.1.4 CE 1.1.5 CE 1.1.6 CE 1.1.7 CE 1.1.8 CE 1.2.2 CE 1.3.2 CE 1.3.3 CE 1.3.4 CE 1.4.2 CE 1.4.4 CE 1.4.5 CE 1.4.6 CE 1.4.7 CE 2.1.1 CE 2.1.2 CE 2.1.3 CE 2.1.4 CE 2.1.5 CE 2.1.7 CE 2.4.5 CE 3.1.1 CE 3.1.2 CE 3.1.3 CE 3.1.4 CE 3.1.5 CE 3.1.6 CE 3.1.8 CE3.1.9 CE 3.10 CE 3.2.1 CE 3.2.2 CE 3.2.3 CE 3.2.4 CE 4.1.2 CE 4.1.3 CE 4.1.4 CE 4.1.5</p>	<p>Unit 4a: Shakespeare's Language and Style</p> <p>Essential Questions:</p> <p>Why do we still study Shakespeare's works?</p> <p>How can understanding Shakespeare help me better understand timeless topics like love, power, social roles, and marginality?</p> <p>How can getting a handle on Shakespeare's language help me in my other classes?</p> <p>Unit 4b: Abuse of Power (Integrity vs. Corruption)</p> <p>Essential Questions:</p> <p>How does the desire for power corrupt humans' desire for social ideals?</p> <p>What is more important—ambition or honor?</p> <p>What circumstances can render an honorable person capable or betrayal?</p> <p>What are the effects of abuse of power?</p> <p>How does human nature undermine our desire for peace, equality, and justice?</p> <p>How are ambition, power, and honor related? How can power lead to corruption?</p> <p>In what ways is power abused everyday all around us?</p> <p>When is it acceptable—when is it necessary—to stand up to authority?</p>	<p>Reading: Discover Shakespeare's contributions to our everyday language through observation</p> <p>Add to personal vocabulary through reading</p> <p>Learn how to better understand Shakespeare's work through grammar and close reading</p> <p>Paraphrase Shakespearean sonnets and compare them to contemporary sonnets</p> <p>Writing: Analyze a sonnet in a timed writing</p> <p>Conventions: MLA pertinent to writing about poetry</p> <p>Reading: Discover Shakespeare's contributions to our everyday language through close reading</p> <p>Read dramatically for understanding with stress and inflection</p> <p>Understand characterization through tone (subtext) and indirect characterization Take notes on a graphic organizer in preparation for a writing assignment</p> <p>Learn how to better understand Shakespeare's work through grammar and close reading</p>	<p>Literary Terms: Alliteration Apostrophe Assonance Consonance Hyperbole Onomatopoeia Metaphor Simile Personification Repetition</p> <p>Rhyme End Internal Exact or Perfect Slant</p> <p>Alliteration Assonance Consonance</p> <p>Rhythm and Meter Foot Iamb Meter</p> <p>Pentameter Paraphrase</p> <p>Persuasive techniques Emotional appeal(pathos) Logical appeal Ethical appeal Loaded words Tragic hero Tragic flaw tragedy</p> <p>Patterns: Natural order sentence Inverted order sentence Subtext Denotation Connotation Stress Inflection</p> <p>Imagery</p>	<p>Assorted quizzes</p> <p>Various timed writings and journal entries based on Julius Caesar unit questions</p> <p>Analytical paragraph based upon Act III speeches, using 3 in-text quotations, MLA format</p> <p>5- paragraph Persuasive Essay based on <i>Julius Caesar</i> essential question</p>	<p>4a Anchor Texts:</p> <p>A variety of sonnets and handouts Including:</p> <p>Sonnet 116 "<i>Shall I Compare Thee to a Summer's Day</i>"</p> <p>Sonnet 130 "<i>My Mistress's Eyes...</i>"</p> <p><i>The Seven Ages of Man (968)</i></p> <p>4b: Anchor Texts: <i>The Tragedy of Julius Caesar</i> by William Shakespeare</p> <p>"The Tragedy of Julius Caesar" Film BBC 1979 (various scenes)</p> <p>"The Tragedy of Julius Caesar" film Warner Brothers 1953</p> <p>Holt <i>Warriner's Handbook Grammar</i></p> <p>Websites: http://www.shakespearehigh.com/classroom/guide/page3.shtml http://shakespeare.clusty.com/ http://www.bardweb.net/grammar/grammar.html http://www.bookrags.com/sonnet/</p> <p>Video: <i>In Search of Shakespeare</i></p>
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		<p>Who do you think makes the most convincing argument in his funeral oration in Act III, Brutus or Antony? Why?</p> <p>How does Shakespeare incorporate ancient Roman superstitions to foreshadow Caesar's death?</p> <p>What is the origin of common superstitions in our culture?</p>	<p>Annotate texts: highlight, underline, circle key phrases in <i>Julius Caesar</i></p> <p>Formulate questions in response to reading</p> <p>Analyze and interpret elements of literature</p> <p>Draw conclusions and make inferences based upon explicit and implicit word meanings</p> <p>Understand and analyze characteristics of tragedy</p> <p>Conventions/Grammar: ACT Skills: identify grammatical structures correctly: Verbals,</p> <p>ACT Skills: Use grammatical structures correctly: Active vs. passive voice, avoiding redundancy</p> <p>ACT Skills: Demonstrate use of conventions of grammar in written texts and demonstrate understanding of the 10 Comma rules. Focus on rules #6-10</p> <p>Write essays with MLA parenthetical note (in-text citations)</p>	<p>Contradictions and elisions Words with "v" in the middle Expanded word endings Pronouns Verbs Word order Archaic words</p>		<p>National Endowment for the Arts Presents Shakespeare in American Communities</p>
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<p>3rd Marking Period</p>	<p>CE 1.1.1 CE 1.1.2 CE 1.1.3 CE 1.1.4 CE 1.1.5 CE 1.1.6 CE 1.1.7 CE 1.1.8 CE 1.2.1 CE 1.2.2 CE 1.2.3 CE 1.3.2 CE 1.3.3 CE 1.3.4 CE 1.4.1 CE 1.4.2 CE 1.4.3 CE 1.4.4 CE 1.4.5 CE 1.4.6 CE 2.1.1 CE 2.1.3 CE 2.1.7 CE 2.3.1 CE 2.3.2 CE 2.3.4 CE 2.3.5 CE 2.3.6 CE 2.3.7 CE 2.3.8 CE 3.1.1 CE 3.1.2 CE 3.1.3 CE 3.1.4 CE 3.1.5 CE 3.1.9 CE 3.1.10 CE 3.2.1 CE 3.2.4 CE 3.2.5 CE 3.3.2 CE 4.1.3 CE 4.1.5</p>	<p>Unit 5: Superstitions</p> <p>Literary Selections: "Masque of the Red Death" "The Possibility of Evil"</p> <p><i>The Crucible</i> by Arthur Miller</p> <p>Independent Reading-Teen Issues Project Selected from teacher's list (1 per semester)</p> <p>Unit Questions:</p> <p>Do superstitions continue to influence how people think and behave today?</p> <p>What realities of life must all people face?</p> <p>How did mass hysteria contribute to what happened in Salem in the 1690s?</p> <p>How did greed and revenge contribute to what happened in Salem in the 1690s?</p> <p>How did superstition contribute to what happened in Salem in the 1690s?</p> <p>How do the events in Salem in the 1690s have a relevance to what happened in the U.S. in the 1950s?</p> <p>What is a credible source? How do I avoid plagiarism? How do I gather and organize research? How do I convert research findings into research writing? How do I organize paragraphs to construct a research essay?</p> <p>The student will:</p> <ul style="list-style-type: none"> Engage in ethical, credible, and reliable research Develop a research plan and carry it out 	<p>Writing:</p> <p>ACT Skills: Write timed writing essay responses to ACT practice prompts</p> <p>Reinforce the writing process with emphasis on peer response and revision</p> <p>Schaeffer Method focus: Write text-supported concrete details and analytical concrete details</p> <p>Research essay basics:</p> <ol style="list-style-type: none"> Researching credible sources Note taking Gathering and organizing information MLA Style/Format Paragraph structure Thesis sentences <p>Literary Analysis Identify theme(s), setting, plot of each short story; determine point of view</p> <p>Argumentative essay based on themes in <i>The Crucible</i></p> <p>Grammar ACT Skills: Commas Demonstrate use of conventions of grammar in written texts and demonstrate understanding of the 10 Comma rules, with particular focus on rules #6-10.</p> <p>ACT Skills: Verbals Identify grammatical structures correctly: appositives, participles, infinitives, gerunds, prepositions</p>	<p>Credible sources Primary/secondary sources Parenthetical citation Lead/Hook/Grabber Thesis Supporting evidence Paraphrase</p> <p>blasphemy crucible theocracy</p> <p>Allegory Plot structure Exposition Rising action Climax Falling action Foreshadowing Resolution Theme Characterization Mood Symbolism Tone Style Point of view</p> <p>Types of Irony: Situational Structural Dramatic Verbal</p>	<p>ACT essay prompts: timed writing practice essays</p> <p>ACT Skills practices in grammar, writing, and reading from <i>Conquering the ACT</i>(McGraw-Hill) <i>English & Reading Workout for the ACT</i> (Princeton Review)</p> <p>Using a rubric, respond to content and proofread a draft</p> <p>Research paper using proper MLA format: Superstitions—modern and ancient Students research the origin of superstitions and how these relate to ancient Rome and/or Shakespeare's time.</p> <p>Assorted quizzes</p> <p>Structured Analytical Paragraph: Analyze the symbolism in "Masque of the Red Death"</p> <p>Structured Analytical Paragraph: Analyze the use of irony in "The Possibility of Evil"</p> <p>Analytical Essay <i>The Crucible</i></p> <p>Independent reading journal entries</p>	<p>Anchor Texts: <i>The Crucible</i> by Arthur Miller</p> <p>"Masque of the Red Death"</p> <p>"The Possibility of Evil"</p> <p>Supplementary Texts: ACT Skills books <i>Conquering the ACT</i>(McGraw-Hill) <i>English & Reading Workout for the ACT</i> (Princeton Review)</p> <p>Independent Reading Selected from teacher's list (2 per semester—1 fiction & 1 non fiction)</p>
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		<ul style="list-style-type: none"> Seek information from multiple sources Analyze information for relevance, quality 				
4 th Marking Period	CE 1.1.1 CE 1.1.2 CE 1.1.2 CE 1.1.4 CE 1.1.5 CE 1.1.6 CE 1.1.7 CE 1.1.8 CE 1.3.1 CE 1.3.2 CE 1.3.3 CE 1.3.4 CE 1.3.5 CE 1.3.6 CE 1.3.7 CE 1.3.8 CE 1.3.9 CE 1.4.1 CE 1.4.2 CE 1.4.3 CE 1.4.4 CE 1.4.5 CE 1.4.6 CE 1.5.2 CE 1.5.3 CE 1.5.4 CE 1.5.5 CE 2.1.1 CE 2.1.2 CE 2.1.3 CE 2.1.7 CE 2.1.8 CE 2.1.10 CE 2.1.11 CE 2.1.12 CE 2.3.4 CE 2.3.5 CE 2.3.6 CE 2.3.7 CE 2.3.8 CE 3.1.1 CE 3.1.2 CE 3.1.3 CE 3.1.4	<p>Unit 6: Abuse of Power, Part 2 Lord of the Flies</p> <p>Essential Questions: How can power be abused? How can power be used responsibly? Are all humans inherently evil? Can human beings be moral without supervision and punishment? What are the characteristics of a good leader?</p>		<p>Personal response: Reaction to passages in the reading-- explanation, speculation, memories, comparison/contrast to personal experience and observations, comparison/contrast to past reading/viewing, questions, predictions, observations, etc.</p> <p>Analysis of Fiction and Nonfiction: Plot, setting, characterization, theme, symbolism, literary quality</p> <p>Annotation, paraphrase, quotation, support, explanation</p> <p>School of Criticism: Reader-Response Criticism (1960s-present)</p> <p>Analysis Thesis Support Concrete detail Commentary Grabber Transitions/coherence Quotation/paraphrase Ellipses Integration Literary present tense MLA format/documentation Peer response</p>	<p>Independent Reading: Teen Issues Independent Novel Reduction + Power Point Project</p> <p>Research: Teen issues power point project</p> <p>Analytical essays: Write an essay analyzing the symbolism in <i>Lord of the Flies</i></p> <p>Persuasive essay: Write a persuasive essay over Lord of the Flies; topic related to essential questions</p> <p>Favorite Poem Presentation</p>	<p>Anchor Texts: Teen Issues Contemporary Nonfiction: (Students choose one from a list of AP approved non-fiction and memoir, including:)</p> <p><i>A Long Way Gone</i> By Ishmael Beah <i>Autobiography of a Face</i> by Lucy Grealy <i>Columbine</i> by Cullen <i>Death and Life of an American Small Town</i> <i>The Bell Jar</i> by Sylvia Plath</p> <p><i>The Lord of the Flies</i> by William Golding</p>

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<p>CE 3.1.5 CE 3.1.8 CE 3.1.9 CE 3.1.10 CE 3.2.1 CE 3.2.2 CE 3.2.4 CE 3.2.5 CE 3.3.2 CE 3.3.3 CE 3.3.4 CE 3.3.5 CE 3.4.1</p>	<p>Unit 7: Poetry of American Poets</p> <p>Essential Questions:</p> <p>What is the difference between poetry and prose?</p> <p>What is the purpose of poetry?</p> <p>How can I determine the poet's intent--theme?</p> <p>How does the poet go about making his/her point?</p> <p>How can I determine whether the poet is successful in making his/her point?</p> <p>What is the difference between a strong and a weak metaphor?</p> <p>How can poetry enrich my life?</p>	<p>Writing: Write a metaphor poem, communicating a significant idea through a strong metaphor</p> <p>Write an epitaph poem in the style of Edgar Lee Masters, utilizing a variety of poetic tools</p> <p>Attempt publication</p> <p>Analyze poems in timed writings</p> <p>Conventions: MLA pertinent to writing about poetry Comma Review Sentence Pattern Review</p> <p>Speaking/Viewing/Listening: Read widely in search of a particularly enjoyable and personally meaningful poem to share with classmates</p> <p>With a partner, explicate a poem for audience understanding and enjoyment</p>	<p>Poetic tools:</p> <ol style="list-style-type: none"> 1. Voice Speaker Tone Tonal shifts 2. Diction Denotation Connotation Idiom Allusion 3. Imagery Visual Aural Tactile Organic Olfactory Gustatory 4. Figures of Speech Metaphor Simile Hyperbole Litotes Oxymoron Synecdoche Metonymy Personification Apostrophe 5. Symbolism and Allegory 6. Syntax (SOS) 7. Free verse Lining Compression 8. DIDLS 9. TPCASTT 10. Epitaph 11. Monologue 12. Apostrophe <p>Conventions: Quoting poetry Simple sentence Compound sentence Complex sentence Compound/complex Avoiding run-on sentences and sent. Fragments Comma usage Semi-colons and colons</p>	<p>Write a metaphor poem</p> <p>Write an epitaph poem</p> <p>Tonal maps</p> <p>Timed writings</p> <p>Poetry Explication</p> <p>Rubrics for writing assessments</p> <p>Journal writings</p> <p>Tests</p>	<p>American Poetry Anchor Texts:</p> <p><i>Spoon River Anthology</i></p> <p>Emily Dickinson "Heart!" We will Not Forget Him!" (697)</p> <p>"The Moon Was.."(698)</p> <p>Robert Frost "After Apple –Picking" (748) "Mowing" (750) "Stopping by Woods" (751)</p> <p>Hughes "Ballad of the Landlord" (724)</p> <p>Lucille Clifton: "Miss Rosie" (712) "This Morning" (713)</p>
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