

**Hesperia Community Schools
Curriculum Mapping**

Teacher: Dean-Rumsey

Course: 10th Grade 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
1 st 9 Weeks	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: Heroes in Everyday Life “102 Minutes” “And of Clay Are We Created” “Into Thin Air” Disaster on the Peak” (article) “Everest” movie</p> <p>Essential Questions: What is the effect of adversity on the human spirit? What does it mean to be courageous? 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? How do the characters in the stories demonstrate heroism?</p> <p>Independent Reading Selected from teacher’s list (1 per semester)</p> <p>Unit 2: 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</p>	<p>1. Reading Apply active reading strategies Annotate text Make inferences Identify and support themes</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</p> <p>Write 5-paragraph essays to support a thesis.</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>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>Literary Analysis paragraphs: “102 Minutes” analysis paragraph using in-text quotations, MLA format “And of Clay Are We Created” analysis paragraph using 3 in-text quotations, MLA format Schaefer Method paragraph: Analyze the heroic qualities of a character from: “102 Minutes” “And of Clay Are We Created” Use 3 text quotations, correctly cited. “Into Thin Air” analysis paragraph using 3 in-text quotations, correctly cited. “Morte d’Arthur” analysis paragraph using 3 in-text quotations, MLA format <i>5- Paragraph Persuasive Essay: King Arthur</i> Write a persuasive essay over the Arthurian texts and films, related to essential questions Using a rubric, respond to content and proofread a draft Assorted quizzes on literature selections</p>	<p>Anchor Texts: <i>Holt Language of Literature</i> “102 Minutes” “And of Clay Are We Created” “Into Thin Air” “Disaster on the Peak” (article) “Everest” movie (1995 “IMAX” Film) “The Sword in the Stone” “Launcelot du Lake” “Morte d’Arthur” poem (supplementary text) “Merlin” film “First Knight” film Independent Reading Selected from teacher’s list (1 per semester) <i>Holt Warriner’s Handbook Grammar</i></p>

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		<p>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>4. Listening Take notes on character traits while viewing films in preparation for completing an essay project.</p>		<p>Assorted quizzes on grammatical concepts</p> <p>Independent reading journal entries</p> <p>Independent reading novel reduction</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 3: Abuse of Power (Integrity vs. Corruption)</p> <p>Essential Questions: 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>Unit Questions:</p> <p>Who do you think makes the most convincing argument in his funeral oration in Act III, Brutus or Antony? Why?</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>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>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 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</p> <p>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>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>
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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 1.3.2 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>Literary Selections: "Birth of a Legend" "RMS Titanic" "A Fireman's Story" "The Monkey's Paw" "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 4: Superstitions</p> <p><i>The Crucible</i> by Arthur Miller</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>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"> 1. Researching credible sources 2. Note taking 3. Gathering and organizing information 4. MLA Style/Format 5. Paragraph structure 6. 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>Anchor Texts: "The Tragedy of Julius Caesar" Shakespeare</p> <p>"Birth of a Legend"</p> <p>"RMS Titanic"</p> <p>"A Fireman's Story"</p> <p>"The Monkey's Paw"</p> <p>"Masque of the Red Death"</p> <p>"The Possibility of Evil"</p> <p>ACT Skills books <i>Conquering the ACT</i>(McGraw-Hill) <i>English & Reading Workout for the ACT</i> (Princeton Review)</p> <p><i>The Crucible</i> by Arthur Miller</p>
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		<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 • Seek information from multiple sources • Analyze information for relevance, quality 			<p>Analytical Essay <i>The Crucible</i></p> <p>Independent reading journal entries—teen issues</p>	
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
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	<p>Unit 5: Good Vs. Evil in Human Nature <i>Lord of the Flies</i></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>Literature: Apply active reading strategies Annotate text Make inferences Identify and support themes</p> <p>Speaking, Viewing, Listening: Plan and prepare a group presentation on the teen issues topics, assuming equal duties at each step.</p> <p>Writing: 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>	Symbolism Irony Scapegoat Authoritarianism Democracy	<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 <i>Lord of the Flies</i>; topic related to essential questions</p> <p>Analytical Essay: Write an essay analyzing the poetic devices in a</p>	<i>The Lord of the Flies</i> by William Golding

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<p>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 CE 3.1.5 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</p>	<p>Unit 6: Poetry</p> <p>Essential Questions: How do writers use imagery to convey emotion? How do writers use words to convey emotion? How can a poet transform an ordinary object into something extraordinary?</p>	<p>Schaeffer Method focus: Write text-supported concrete details and analytical concrete details</p> <p>Write 5-paragraph essays with introduction, conclusion, and body paragraphs.</p> <p>Literary Analysis Understand characterization through tone (subtext) and indirect characterization Take notes on a graphic organizer in preparation for a writing assignment</p> <p>Identify and understand symbolism in the novel <i>Lord of the Flies</i></p> <p>Learn to analyze poems using TP-CASTT analysis</p> <p>Write a poetry analysis response paragraph</p> <p>Grammar ACT Skills: Commas, apostrophes --Review, practice comma rules. --Learn, practice apostrophe usage.</p> <p>ACT Skills: Continue Verbals & phrases-- Identify grammatical structures correctly: appositives, participles, infinitives, gerunds, prepositions</p>	<p>Assonance Consonance Alliteration Rhyme scheme Meter Simile Metaphor Onomatopoeia Personification Hyperbole Repetition Anaphora</p>	<p>selected poem.</p>	<p>Elements of Literature Text— Various Poems including: “Sonnet 18” (Shakespeare) “Same Song”-- Mora “Ex-Basketball Player”--Updike</p>
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