Will Donahoe

SEC 300

Dr. Robertson

January 23, 2013

**Spring 2013 Curriculum Plan**

**For English Grade 10-World Literature**

**First 9 Weeks**

**\***One unit each two weeks,

Some three weeks.

\*Dates subject to change

RL = Reading Literature Standards

SL = Speaking and Listening Standards

L = Language Standards

W = Writing Standards

RI = Reading Information Text standards

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| **Unit 1: The World of a Story.****Plot, Setting, and Mood.****1/24/13-02/07/2013** |

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| Text Analysis Workshop: Plot, Setting, and Mood. | **RL 5.** Plot, Setting, and Mood |
| *Harrison Bergeron* by Kurt Vonnegut Jr.Pages 38-47 | **RL 3.** Plot and Conflict**RL 1 & 3.** Draw Conclusions and plot and conflict.**L1.** Use precise language**L4a.** Greek Roots |
| *Everyday Use* by Alice WalkerPages 48-63 | **RL 1&5** Conflict and Character and making Inferences**W.3** Write a Story Sequel**L 1b.** Add prescriptive detail**L 4c.** Prefixes |
| *To Build a Fire* by Jack LondonPages 80-97 | **RL 5.** Setting and Content. Predict |
| Writing Workshop: LiteracyAnalysis: Short Story | **W 2a-f, W4, W5, W9a, W10:** Writing Literary Analysis (any of the 3 from the stories above.)**L3.** Reciprocal Pronouns (list from short stories above.) |

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| **Unit 2: Word Portraits.** **Character Development****02/08/2013-02/29/2013** |

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| Text Analysis Workshop: Analyzing Characters. Pages 176-181 | **RL3.** Character Development, Character Behavior, and analyze the literature |
| *Shoofly Pie* by Naomi Shihab Nye Pages 182-201 | **RL 3.** Character traits, Compare and Contrast, and Static and Dynamic Characters**SL 1.** Discuss Reading**L3.** Sensory Detail**L4c.** Language Coach |
| *The Possibility of Evil* by Shirley JacksonPages 202-217 | **RL 3.** Character Motivation**RL 1.** Evaluate, Predict, and Symbolism**SL1.** Discuss Reading**L3, L4, L5.** Modifiers, Word Acquisition, and Language Coach |
| *The Teacher Who Changed my Life,* Essay by Nicholas GagePages 226-237 | **RI 6.** Author’s Purpose and Characterization in Non-Fiction**RI 4.** Language Coach**W 3d.** Writing Prompt p. 237**SL 1.** Discussion**L3.** Word Acquisition **R1 6 & 4.** Identify Author’s Perspective**L 4C.** Identify Latin Roots |
| *A Marriage Proposal,* Drama by Anton ChekkovPages 258-275 | **RL 3.** Character Development**RL 10.** Characters in farce**RL 4.** Language Coach and Latin Roots**L3 &4** Vary Sentence Types and Word Acquisition |

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| **Unit 3: A Writer’s Choice.****Narrative Devices****03/01/2013-03/19/2013** |

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| *By the Waters of Babylon,* by Steven Benet. Pages 308-325 | **RL 1-5.** Point of View, Use of Appropriate Language, Word Choice, Foreshadowing, Make Inferences, Draw Conclusions **SL 1.** Discuss**L2.** Punctuation |
| *There Will Come Soft Rain,* by Ray BradburyPages 324-335 | **RL 1, 4, & 5.** Chronological Order, Figurative Language, Word Meaning, Draw Conclusion, and Compare and Contrast**SL 1.** Discussion**L4 & L 4c.** Latin Roots & Word Acquisition  |
| *The Man in the Water,* essay by Roger Rosenblatt | **RI 1, 2, & 4.** Reflection Essay, Identify Main Idea and Supporting Details, and Syntax and Diction**SL 1.** Discussion**L1 b, L4, L 4c.** Appositives, Word Acquisition, and Latin Roots |
| Analysis of Literacy Non-Fiction | **W2 a-f, W4, W5, W 9b, & W10** |

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| **Unit 4: Message and Meaning.****The Theme****03/20/2013-04/12/2013** |

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| *The Interlopers,* by SakiPages 426-437 | **RL 2 & 4.** Theme and Setting, Archetypes, Connotation.**W2.** Writing Prompt**SL 1.** Discussion**L 1b.** Subordinate Clauses  |
| *When Mr. Pirzada Came to Dine,* by Jhumpa LahiriPages 452-475 | **RL 2, 3, & 9.** Theme and Character, Draw Conclusions, Allusion.**W2.** Writing Prompt**SL 1.** Discussion**L1, L4, & L4c.** Adverbs, Word Acquisition, and prefixes.  |
| Writing Workshop.  | **W 2a-f, W 4, 5, 9, &10.** Compare and Contrast Essay**SL 1a-d.** Participate in Group Discussion. |

**Second 9 Weeks**

**\***One unit each two weeks,

Some three weeks.

\*Dates subject to change

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| **Unit 5: Why Write?****Author’s Purpose****04/13/2013-04/27/2013** |

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| *The Plot Against People,* Humorous Essay by Russell BakerPages 532-537 | **RI 4 & 5.** Tone and Diction, and Recognize Classification.  |
| *Why Leaves Turn Colors in the Fall,* essay by Diane AckermanPages 538-547  | **RI 4-6.** Author’s Purpose and Organization**SL 1.** Discussion**L1b.** Participle Phrases |
| *How a Leaf Works/ Tree Planting Guide,* diagram | **RI 4 & 7.** Interpret graphic Aids, Read for Information, Evaluate Graphics, Word Acquisition.**W 2d & W8.** Writing Prompt |
| Media Study. Online News Clip | **W2d.** Produce your own media**SL 2 & 3.** Media Literacy**L6.** Produce your own Media |

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| **Unit 6: Making a Case.****Argument and Persuasion****04/28/2013-05/12/2013** |

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| *Doing Nothing is Doing Something,* persuasive essay by Ana QuindlinPages 638-645 | **RI 5 & 8.** Argument & Fact vs. Opinion**SL 1.** Discussion**L3-6.** Rhetorical Questions, Etymology, Academic Vocab, Vocab Acquisition. |
| *I Acknowledge Mine,* essay by, Jane GoodallPages 664-677 | **RI 2 & 8.** Summarize and Persuasive Techniques.**L4 & L 5b.** Set the Tone  |
| *Use of Animals in Biomedical Research,* position paper by The American Medical Association  | **RL 1, 2, 5, & 8.** Author’s Claim, Summarize and Critique, Counterargument, and Synthesize. |
| Writing a Persuasive Essay  | **W 1a-e, W4-6, W10, L1-3** |

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| **Unit 7: Shakespeare Drama.****The Tragedy of Julius Caesar****05/13/2013-06/06/2013**  |

* Prior to starting the play, all students will be cast in a role and will read aloud the play for the remainder of term until the play is finished. Unit 7 grades will be determined by participation and final discussion of the text.

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| Act One | **RL 1-5 & 10, RI 7, SL 1** |
| Act Two | **RL 3-5 & 10, RI 7, SL 1** |
| Act Three | **RL 3-4, RI 7, SL 1 & 3, L 1b** |
| Act Four | **RL 1, 3, 4, 9, RI 7, SL 1** |
| Act Five | **RL 3, 4, 10, RI 7, SL 1, L1b** |

**Additional Supplemental Resources for English Grade 10.**

1. Rubrics for all student assignments

<http://rubistar.4teachers.org>

1. Owl Purdue Online. Resource for sourcing

 <http://owl.english.purdue.edu/owl/resource/658/01>

1. No Fear Shakespeare for Julius Caesar

 <http://nfs.sparknotes.com/juliuscaesar/>

1. How to Produce your own Media

 <http://www.civicus.org/new/media/Producing%20your%20media.pdf>

1. Tips for Writing a Persuasive Essay

 <http://www.time4writing.com/writing-resources/writing-resourcespersuasive-essay/>

**The Common Core State Standards listed below were not sufficiently covered over the course of the 18 week curriculum**.

Reading Informational Text: 1, 3, 9, and 10.

Reading Literature Standards: 6, 7, and 8.

Writing Standards: 6-7.

Speaking and Listening Standards: 4, 5, and 6.

**Students met or exceeded the Common Core State Standards listed below.**

Reading Informational Text: 2, 4, 5, 6, 7, and 8.

Reading Literature Standards: 1, 2, 3, 4, 5, 9, and 10.

Writing Standards: 1, 2, 3, 4, 5, 8, 9, and 10.

Language Standards: All met.

**1. Pick one grade: 9 -12. \_\_\_10\_\_\_\_\_\_\_\_\_**

**2. Pick a course you want to teach. \_World Literature\_\_\_\_\_\_\_\_\_\_\_\_\_**

**3. State Standards:** Find the corresponding North Carolina curriculum standards at: <http://www.ncpublicschools.org/acre/standards/new-standards/>

**4. Calendars**

1. How many grading periods do you have? \_\_\_\_\_\_2\_\_\_\_\_\_\_\_\_\_
2. How many instructional days per grading period? \_\_\_\_48, 38\_\_\_\_\_\_\_\_\_\_
3. How many days will reserve for teacher work days and testing? \_\_\_\_\_\_2\_\_\_\_\_\_\_

**5. Curriculum Mapping**

Look over the following before we make our curriculum plan: (Give brief answers but please look them over!)

1. What the students have been expected to learn during their past school years?

 From what I can tell, the Common Core State Standards are extremely similar for grades 9 and 10. Students must gain an adequate understanding of the literary elements such as setting, character analysis and development, foreshadowing, irony, and theme.

1. What the students are to learn during the present school year? Students should continue to grow in their understanding of the literary basics and begin to incorporate their learning in an analyzing, evaluating, and creative way.
2. What they are going to be required to learn in future grades? A continuous understanding and evaluation of more in-depth and challenging works of literature.