

## **Curriculum Map To-Do List...**

### **English 10**

#### **Novel Units**

*Lord of the Flies*

*Catcher in the Rye*

*The Wave*

#### **Short Story Unit**

#### **Nonfiction Unit**

#### **Poetry Unit**

#### **Drama Units**

*Antigone*

*12 Angry Men*

#### **Modern Literature**

*One Flew Over the Cuckoo's Nest*

*Short Cuts*

*Watership Down*

*Slaughterhouse-Five*

#### **Film**

Chapter One

Chapter Two

Chapter Three

Chapter Four

Chapter Five

Chapter Six

Chapter Seven

Chapter Eight

Chapter Nine

#### **Writing**

Character sketches

Research unit

Creative writing unit

Persuasive Writing

**Topic: *Of Mice and Men***

**Essential Questions:**

1. How does a person make ethical choices?
2. What are the qualities and responsibilities of a good leader?
3. How does society determine what is (or is not) appropriate?
4. What is our individual responsibility in society and as human beings?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<p>Present responses to and interpretations of work of literature with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge</p> <ul style="list-style-type: none"> <li>• Recognize and understand the significance of a wide range of literary elements and techniques (figurative language, imagery, allegory, irony, symbolism) and use those elements to interpret the work.</li> </ul> <p>Compare a film, video, or stage version of a literary work with the</p>	<ul style="list-style-type: none"> <li>• What are the major symbols in the novel?</li> <li>• What are the major themes of the novel?</li> <li>• What is the significance of the 3<sup>rd</sup> person narrator?</li> <li>• What historical and geographical factors impact the novel?</li> <li>• What biographical connections can be made between Steinbeck's life and his characters?</li> <li>• What would you do?</li> <li>• Why role does the animal imagery serve?</li> <li>• What was life like during the Great Depression?</li> </ul>	<ul style="list-style-type: none"> <li>• Circular development</li> <li>• Irony</li> <li>• Characterization</li> <li>• Foreshadowing</li> <li>• Conflict</li> <li>• Themes</li> <li>• Point of View</li> </ul>	<ul style="list-style-type: none"> <li>• Great Depression/1930s research</li> <li>• Of Mice and Men Stations</li> <li>• Make connections between present homelessness and the migrant workers of the 1930s</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Alternative ending creative writing assignment</li> <li>• Unit exam</li> <li>• Study guides</li> <li>• Essays</li> <li>• Class discussion</li> <li>• Character sketches</li> <li>• Journals</li> </ul>

written version	<ul style="list-style-type: none"> <li>• Who are migrant farm workers?</li> <li>• How is racism involved in the novel?</li> </ul>			
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<b>Connections to Text (Resources)</b>	<b>Time: 8 class periods</b>
<b>Connections to Technology: Videos of Steinbeck's life and the movie; computers/Internet for research; cd player for songs of the 1930s</b>	
<b>Key Vocabulary:</b>	

**Topic: *Julius Caesar***

**Essential Questions:**

1. How does a person make ethical choices?
2. What are the qualities and responsibilities of a good leader?
3. How does society determine what is (or is not) appropriate?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"> <li>• Present responses to and interpretations of work of literature with references to the principal features of the genre, the period, and literary tradition, and drawing on their personal experiences and knowledge</li> <li>• Recognize and understand the significance of a wide range of literary elements and techniques (figurative language, imagery, allegory, irony, symbolism) and use those elements to interpret the work.</li> <li>• Read literary texts aloud to convey an interpretation of the</li> </ul>	<ul style="list-style-type: none"> <li>• Who was William Shakespeare?</li> <li>• What are the reasons for the group wanting to get rid of Caesar?</li> <li>• What are the good/bad traits of Caesar? Cassius? Brutus? Antony?</li> <li>• Did Brutus and the others commit a crime?</li> <li>• Who makes the decision as to whether or not someone is a good leader, or what is appropriate?</li> <li>• Why do we still read Shakespeare?</li> <li>• How are the themes found in Shakespeare's plays relevant today?</li> </ul>	<ul style="list-style-type: none"> <li>• Shakespeare's life</li> <li>• Elements of Shakespearean tragedy</li> <li>• Life of Julius Caesar</li> <li>• Drama vocabulary (soliloquy, aside, dramatic irony)</li> <li>• Literary terms: irony, foreshadowing, symbolism, characterization</li> <li>• Vocabulary</li> <li>• Ancient Rome</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher modeling modern English translations of scenes.</li> <li>• Listening to/watching a performance of <i>Julius Caesar</i>.</li> <li>• Asking the students to act out the play as a class.</li> <li>• Student modeling modern English translations of scenes.</li> <li>• Bringing in other, more modern examples of conspiracies and assassinations.</li> </ul>	<ul style="list-style-type: none"> <li>• Ancient Rome research project (rubric)</li> <li>• Daily quizzes</li> <li>• Unit exam</li> <li>• Study guides</li> <li>• Transcription sheets</li> <li>• Essays</li> <li>• Class discussion</li> </ul>

<p>work</p> <ul style="list-style-type: none"> <li>• Use both primary and secondary sources of information for research</li> </ul>				
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<b>Connections to Text (Resources)</b>	<b>Time: 7 class periods</b>
<b>Connections to Technology: Overhead projector; Shakespeare video; Internet research for final project</b>	
<b>Key Vocabulary:</b>	

	How can a change in matter be described and controlled?	Writing equations, classifying reactions, changing the rate of reaction	Summarizing and note taking, homework and practice, generating and testing hypothesis	
	What are acids and bases and how are they different?	Distinguish between acids and bases, uses of each, and pH.	Summarizing and note taking, homework and practice, generating and testing hypothesis	

**Connections to Text (Resources)**

**Time: Chapters 3, 6, 7**

**Connections to Technology: Videos, ELMO, notes delivered using microsoft word and projector**

**Key Vocabulary: pg 96, 216, 254**

**Topic:** *The Wave*

**Essential Questions:**

1. How does a person make ethical choices?
2. What are the qualities and responsibilities of a good leader?
3. How does society determine what is (or is not) appropriate?
4. What is our individual responsibility in society and as human beings?

Performance Indicators	Guided Questions	Essential Knowledge & Skills	Classroom Ideas (Instructional Strategies)	Assessment Ideas (Evidence of Learning)
<ul style="list-style-type: none"><li>• Recognize relevance of literature to contemporary and/or personal events and situations.</li><li>• Analyze texts, using resources such as recognized experts, knowledge from school subjects and reading, and personal experience</li><li>• Speak informally with familiar and unfamiliar people, individually and in group settings</li></ul>	<ul style="list-style-type: none"><li>• What is the role of a teacher?</li><li>• Is it our role to track the behaviors and choices of others?</li><li>• Why did Ben's experiment go wrong?</li><li>• Why do you think the students chose to follow Ben's assignment?</li><li>• Based on the events in the novel, keeping in mind they are based on a true story, could something such as the Holocaust ever happen again today?</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>	<ul style="list-style-type: none"><li>• Holocaust WebQuest</li><li>•</li></ul>	<ul style="list-style-type: none"><li>• Creative Project at end of unit</li><li>• Unit exam</li><li>• Study guides</li><li>• Essays</li><li>• Class discussion</li><li>• Character sketches</li><li>• Journals</li></ul>

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<b>Connections to Text (Resources)</b>	<b>Time: 10 class periods</b>
<b>Connections to Technology: VHS player to watch movie version of <i>The Wave</i></b>	
<b>Key Vocabulary:</b>	