

Curriculum Map: Accelerated English 10

Meadville Area Senior High School

English Department

Course Description: This year long course is specifically designed for the student who intends to enroll in Advanced Placement courses and plans to pursue a college education. Emphasis is on grammar, composition, literature, vocabulary, oral presentation and research. In addition, this course examines the English language and how it affects our thoughts and actions. In grammar, the students will be required to work with conjunctions (coordinating, subordinating and correlative), verbs (parallel tense, active and passive voice), pronouns (usage, agreement and case) and misplaced modifiers. In composition, the students will be required to understand the difference between formal and informal writing; and write narrative, informational, persuasive, definition, descriptive, literary criticism, process, cause and effect, and compare and contrast essays. In literature, the students will be required to know, comprehend, interpret, analyze, synthesize and evaluate fiction, nonfiction, poetry and drama. A research project/ paper is required to pass the course.

Unit Title: Short Stories (Fiction/Nonfiction)

Suggested time frame: 1-2 weeks

Standards:

CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How do authors convey purpose and meaning in literature and in informational text?
How do various literary criticisms impact the interpretation of a text?
How does interaction with text provoke thinking and response?
How do strategic readers create meaning from literature and from informational text?
How does an author’s use of literary elements, literary devices, and figurative language create specific effects in a story?

Competency	Vocabulary	Strategy	Resource
<i>Fiction:</i> <ul style="list-style-type: none">● Comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading● Demonstrate fluency	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, Socratic seminar, literary devices, setting, plot, climax,	Independent reading, comprehension summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation	<i>Glencoe Literature Series: World Literature</i> Various short stories

<ul style="list-style-type: none"> ● Classify works of literature from different cultures and time periods ● Examine the important philosophical, religious, social, political, or ethical ideas of the time ● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence <p>Nonfiction:</p> <ul style="list-style-type: none"> ● Comprehend, interpret, and analyze author's purpose, author's effectiveness, text organization, text structure, and text format before, during, and after reading ● Demonstrate fluency ● Distinguish among facts, opinions, evidence, inference, and essential and non-essential information ● Examine author's bias ● Make inferences and draw conclusions ● Analyze connections between literature and historical periods ● Examine the important philosophical, religious, social, 	<p>resolution, denouement, bias, voice, propaganda, fact/opinion,</p>	<p>guides, think-pair-share, Socratic Seminar, Padeia, SQ3R, complaint letter, business letter</p>	
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<p>political, or ethical ideas of the time</p> <ul style="list-style-type: none">● Assess the accuracy of facts presented in consumer, workplace and public documents● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence			
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Unit Title:

Poetry

Suggested time frame:

1-2 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How is reading, interpreting, and analyzing poetry similar to and different from prose and drama?

How can we determine, interpret, and analyze the theme or underlying meaning of a poem?

How does a poet’s use of various poetic and sound devices help create the structure and convey the message of a poem?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> ● Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres ● Identify the differing characteristics of literary genres 	Figurative language, imagery, allegory, symbolism, satire, parody, pastoral, genre, Inference, Socratic seminar, rhyme, meter, scansion, alliteration, onomatopoeia, consonance, assonance, ballad, sonnet, heroic couplets, personification, metaphor, simile, hyperbole	3-2-1 Strategy, read aloud, shared inquiry discussion strategy, Socratic seminar, Padeia, scansion, paraphrasing, identifying and analyzing figurative language and diction/word choice ("unpacking")	<i>Glencoe Literature Series: World Literature</i> <i>Poetry Out Loud</i> online resources Various poems

Unit Title: Drama

Suggested time frame: 3-4 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: How can we use reading strategies to help us analyze, interpret, and evaluate the language and syntax used by Shakespeare?
How is reading, interpreting, and analyzing a play similar to and different from prose and poetry?
What universal and timeless themes are present in the play, and how are they relevant today?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence	Stage directions, monologue, dialogue, soliloquy, dialect, chorus, genre, inference, Socratic seminar, dramatic structure	Read aloud, role-playing, audiovisuals/media, Socratic seminar, Padeia	<i>The Merchant of Venice</i> by William Shakespeare <i>Glencoe Literature Series: World Literature</i> Various film adaptations

Unit Title: Novels

Suggested time frame: 8-12 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.
CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:
How are the social issues of the time and place in which each novel was written reflected in the novel?
How are timeless and universal social issues reflected in each novel?
What are the major characteristics, patterns, archetypes, and motifs of the dystopian literary genre?
What implications for society does each novel contain, and how does the interpretation of these implications affect the reader’s worldview?
How do various literary criticisms impact the interpretation of a text?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading● Demonstrate fluency● Classify works of literature from different cultures and time periods● Examine the important philosophical, religious, social, political, or ethical	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, Socratic seminar, literary devices, setting, plot, climax, resolution, denouement	Independent reading, comprehension summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic seminar, Padeia	<i>Anthem</i> by Ayn Rand <i>Nineteen Eighty-Four</i> by George Orwell <i>Brave New World</i> by Aldous Huxley

<p>ideas of the time</p> <ul style="list-style-type: none">● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence			
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Unit Title: Research

Suggested time frame: 4-6 weeks

Standards: CC.1.4.9-10: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Essential Questions:
How does the research process promote lifelong learning?
What are the common characteristics and techniques of scholarly research?
How does a researcher know a source can be trusted?
How can accurate research improve your understanding of a topic?
How does a researcher use research to support an argument/make a persuasive point in an essay?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Focus on a clear research question● Gather and evaluate information● Conduct inquiry-based research on topic● Evaluate sources● Organize information and data relevant to the topic● Distinguish between one's own ideas and the ideas of others● Make inferences and	research, primary source, secondary source, bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context, classifying (more specific), categorizing (more general), sequencing	Note cards and/or outlining and/or listing, source cards are optional, rubrics	Meadville Area Senior High School Media Center resources <i>Pros/Cons</i> series <i>Opposing Viewpoints</i> series Databases Websites

<p>draw conclusions from research</p> <ul style="list-style-type: none">● Demonstrate the distinction between one's own ideas from the ideas of others			
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Unit Title: Grammar and Writing

Suggested Time Frame: 6-10 weeks

Standards: CC.1.4.9-10: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: How do grammar and the conventions of language influence spoken and written communication?
What makes clear and effective writing?
What are the common characteristics and techniques of good writing shared across modes?
What is my purpose for writing?
What purposes does writing serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">• Write poems, short stories, and plays with various organizational methods, literary elements, and devices• Write complex informational pieces that use precise language, primary/secondary sources, and make and support inferences with relevant and substantial evidence and details, identify and assess the impact of perceived	Homonyms, homophones, homographs, synonyms, antonyms, figurative language, literary elements/devices, topic, task, audience, purpose, genre, formal, informal, topic sentence, thesis statement/controlling point, transitions, main idea, supporting details, citations, introduction, body, conclusion, formal, informal, exposition, narration, description,	Rubrics, brainstorming activities, graphic organizers, webs, shared writings, plot diagramming, peer editing, use of literary elements and figurative language, outlining	<i>Real Essays with Readings</i> <i>Real Writing: Interactive</i> <i>Write Source: Red Edition</i> <i>Vocabulary for Enrichment: Second Course</i> <i>Unit Lessons in Composition</i>

<p>ambiguities</p> <ul style="list-style-type: none">● Write persuasive pieces using rhetorical devices and persuasive strategies to support the main argument or positions and including a clearly stated position, convincing and properly cited evidence that addresses reader's concern, counterclaims, biases, and expectations● Write with a clear focus and gather evidence in support of a thesis● Develop topic-appropriate content incorporating specialized vocabulary● Design controlled and/or subtle organization with a sustained logical order and include an effective introduction and conclusion● Create, review, evaluate, revise, edit, and proofread writing to achieve appropriate style using precise language, action verbs, sensory details, appropriate	argumentation, bias		<i>Models in Composition</i>
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<p>modifiers, and the active voice</p> <ul style="list-style-type: none">● Use grade appropriate conventions when writing and editing (spelling, capitalization, punctuation, grammar, sentence formation).			
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Unit Title: Language and Human Behavior

Suggested Time Frame: 6-10 weeks

Standards: CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to informational text—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with focus on textual evidence.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: What are the various functions of language, and how do these functions create and affect society?
What are the connections between language and human thoughts and actions?
How does a better understanding of human language influence one’s worldview?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, and analyze author's purpose, author's effectiveness, text organization, text structure, and text format before, during, and after reading● Demonstrate fluency● Distinguish among facts, opinions, evidence, inference, and essential and non-essential information● Examine author's bias	Point of view, mood, tone, diction, syntax, bias, inference, style, voice, propaganda, fact/opinion, genre, Socratic seminar	SQ3R, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Padeia, complaint letter, business letter	<i>Language in Thought and Action</i> by S. I. Hayakawa and Alan R. Hayakawa

<ul style="list-style-type: none">● Make inferences and draw conclusions● Analyze connections between literature and historical periods● Examine the important philosophical, religious, social, political, or ethical ideas of the time● Assess the accuracy of facts presented in consumer, workplace and public documents● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence			
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Unit Title: Mythology

Suggested Time Frame: 1-2 weeks

Standards: CC.1.3.9-10: Reading Literature: Students read and respond to works of literature—with emphasis on comprehension, vocabulary acquisition, and making connections among ideas and between texts with a focus on textual evidence.

CC.1.5.9-10: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions: What are the common patterns, themes, and motifs found in hero myths from various cultures?
What hero archetypes are revered by various cultures, and what are the historical implications of this reverence?
How do ancient hero myths affect modern literature?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">● Comprehend, interpret, analyze, and evaluate author's technique and purpose before, during, and after reading● Demonstrate fluency● Classify works of literature from different cultures and time periods● Examine the important philosophical, religious, social, political, or ethical ideas of the	Tone, mood, theme, characterization, diction, syntax, point of view, figurative language, style, inference, genre, Socratic seminar, literary devices, setting, plot, climax, resolution, denouement	Independent reading, comprehension summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic seminar, Padeia	Various print and online resources containing information on Greek/Roman hero myths, Norse mythology, Icelandic mythology, the Arthurian legend, and Egyptian mythology

<p>time</p> <ul style="list-style-type: none">● Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence			
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