

Olean High School
English 10 Advanced Curriculum Map

Time Frame	Unit	Skills/Concepts	Major Assessments	Core Standards	Resources
1 week	Pre- and Post-testing	Covers skills and concepts taught throughout school year	SLO/OLO – pretest and final exam (Argument Essay – CC Regents Exam format)	Standards covered in units will be assessed	Course work related to CC Regents preparation; review materials given prior to final exam
Summer prior to school year; concurrent with other units during the year 3 weeks	AIR/Summer Reading Program/ Text Analysis Response	Assigned texts AND reading at student's "independent" reading level	Reflective commentary, discussions (postings online in Moodle forum), two text analysis responses (one outline, one fully developed) NOTE: Teach/review the text-analysis response step-by-step	Fiction: RL 1-4, 11 Nonfiction: RI 2,3,6 Fiction or Nonfiction: W 1 or 2, 4-6; L 1-6; possibly SL 1,2, 4-6	<i>Things Fall Apart</i> by Chinua Achebe, <i>The Things They Carried</i> by Tim O'Brien, <i>Unbroken</i> by Laura Hillenbrand, <i>The Immortal Life of Henrietta Lacks</i> by Rebecca Skloot Student-selected works of fiction and nonfiction; instruction from librarian on book selection (3 rd and 4 th quarters)
3 weeks	<i>A Raisin in the Sun</i>	Dramatic elements, understanding performance, thematic and character analyses	Oral presentation of lines, written analysis of selected passages (text analysis), literary analysis essay	RL 1-6, 7, 9, 10 W 1, 4-6, 9 SL 1, 3, 6 L 1-6 RI	<i>A Raisin in the Sun</i> by Lorraine Hansberry, video of play performance; PBS videos – interviews with Lorraine Hansberry, historical background; "Dreams," "Harlem: What happens to a dream deferred" by Langston Hughes

4 weeks *Connections to Biology (DNA unit)	Argument	Using textual evidence to construct an argument, presenting an argument in essay format, develop an original thesis statement, close reading of text	Argument essay: claim with evidence, text-based response, modeled on Regents essay NOTE: Teach this essay step-by-step	RI 1-8, 10 W 1,2,4-9 SL 1-4, 6 L 1-6	<i>The Immortal Life of Henrietta Laks</i> by Rebecca Skloot; peer reviewed articles related to medical ethics, discussion with medical professionals Nonfiction: text sets (possible topics: penny usage, schools & individuality, others TBD and shared within the department)
4 weeks *Connections to Global Studies (WWII)	American POV	Speeches, Rhetoric, rhetorical devices (including logos, ethos, pathos)	Tests, annotation of texts and peer-reviewed articles, argument essay (using nonfiction text; rhetorical devices)	RL 2, 4, 9, 10 RI 1-4, 6, 9, 10 W 3, 4-6, 11 SL 1-6 L 1-6	<i>Unbroken</i> by Laura Hillenbrand, “Invictus” by William Ernest Henley, Declaration of Independence, Women’s Suffrage-Declaration of Sentiments and Resolutions by Elizabeth Cady Stanton, Ronald Reagan’s speech at Moscow University (other speeches, student-selected)
4 weeks	Creative & Personal Expression	Poetry analysis, memorization and recitation; analyzing personal narrative structure, characteristics of college essay	Write an original poem (option); present a poem, poetic term quiz, personal narrative essay (based on the Common Application essay – college preparation)	SL 4, 6 RL 1, 2, 4, 5, 6, 10, 11 W 3-6, 11 SL 1, 4, 6 L 1, 2, 4, 6	Poetry Out Loud resources Suggestions: Lax, Thomas- “Do Not Go Gentle,” Wordsworth- “The World Is Too Much with Us,” Johnson- “Lift Every Voice,” Walker- “Women,” College essay models, selected websites

4 weeks	<i>Fahrenheit 451</i>	Analyzing characters and aspects of plot, compare various works with a common theme, close reading of text	text-analysis response (2-3 paragraphs-modeled on Regents task), unit tests and quizzes	RL 1-5, 7, 10 RI 7, 9 W 1, 3, 4-6 SL 1, 2, 4, 6 L 1, 2, 4-6	<i>Fahrenheit 451</i> “Dover Beach,” “The Tyger and the Lamb,” art to accompany poem; short reading selections – independently do close reading and answer multiple choice questions required vocabulary list
4 weeks	<i>Macbeth</i>	Dramatic elements, aspects of plot	Critical Analysis (literary analysis) essay, unit tests and quizzes	RL 1-6, 7, 10 W 1, 4-6, 9 SL 1, 3, 6 L 1-6	<i>Macbeth</i> “Sonnets 29 and 129” required vocabulary list
4 weeks	<i>To Kill a Mockingbird</i>	Importance of POV and setting, compare various works with a common theme	Argument essay, unit tests and quizzes	RL 1, 2, 3, 5, 9, 10 RI 7, 9 W 1, 4-6 SL 1, 2, 3, 6 L 1-6	<i>To Kill a Mockingbird</i> text, <i>TKaM</i> DVD Scottsboro boys readings (research), “I Am Offering This Poem,” Martin Luther King Jr.-Letter from Birmingham Jail; required vocabulary list
2 weeks	Debate/Argument	Explore a topic using a variety of sources, identifying relevant details, recognize how claims are supported with evidence; use rhetorical devices	Structured debate, Informative/Explanatory/Summary paragraphs (properly structured and fully-developed paragraphs)	RI 1-10 W 1, 2, 4, 5, 6, 8, 9, 10 SL 1-6 L 1, 2, 4-6	Nonfiction selections: current event-based selections, databases (accessing and searching); short reading selections – independently do close reading and answer multiple choice questions

Concurrent with other units overall: 1-2 weeks	SAT-level Grammar, mechanics and usage	Command of the conventions of the English language	SAT prep grammar exercises and practice; application of concepts in writing tasks	L 1, 2 L 4-6	List of specific terms are below map (tested on SLO/OLO); SAT grammar concepts taken from review texts and online
Concurrent with other units overall: 1-2 weeks	Research Skills	Build on 9 th grade skills and use multiple sources: Intro to databases, credibility of web sources, determining key words to search, MLA format, paraphrasing, summarizing, integrating quotes, using quotations for quotes, parenthetical citation	Integrated into various tasks throughout the year	RI 1-6, 8, 10 W 1, 4-10 SL 1-6 L 1-6	OHS Library Online databases <i>MLA Handbook</i> <i>6+ 1 Traits of Writing</i>
Concurrent with other units	Literary Terminology	Textual analysis	Test questions, essay and paragraphs on specific literary pieces	RL 3-5 L 5 W 9	Literary terminology booklet List of specific terms are below map
Concurrent with other units	Writing Tasks	6+1 Traits	argument essay* (SLO/OLO/final exam writing task), 2-3 paragraph text analysis response*, literary critical analysis, debate, personal narrative, self-selected topics, includes paragraph-length (response journal-type responses) and extended responses *Regents preparation	W 1-11 L 1-6	<i>6+ 1 Traits of Writing</i> <i>MLA Handbook</i>

The following tasks and concepts will be taught and learned throughout the course:

Grammar	Reinforce English 9 concepts and add: quotation marks, colons, quotation marks with other punctuation, pronouns: types, agreement, who/whom, phrases (appositives), sentence combining (compound, complex, etc), semicolon for joining two independent clauses, comma with phrases and clauses, introduce passive/active voice, usage - reinforcement
Literary Terms	Reinforce English 9 concepts and add: meter, accent, foot, iambic pentameter, soliloquy, foil, tragedy, comedy, free verse, character motivation, rhyme scheme, speaker, narrator, diction, blank verse, sonnet (Elizabethan), dramatic structure (Freytag's pyramid), foreshadowing, irony, rhyme (internal, slant), allegory