

Olean High School English 10

Time Frame	Unit	Skills/Concepts	Major Assessments	Core Standards	Resources
2 weeks	Pre- and Post-testing	Covers skills and concepts taught throughout school year	SLO/OLO (focus on argument task) – pretest and final exam	Standards covered in units related to argument task (includes independent reading and annotating skills, composing an essay) will be assessed	Course work; review materials given prior to final exam
6 weeks* NOTE: More than one to be completed during the year	Argument (drafting, revising, polishing)	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 1-6, 8, 10 W 1, 4-9 SL 1-4, 6 L 1-6	Use a designated CC Regents (utilizing anchor papers and scaffolding) to model task and write test to write independently Supplemental Nonfiction: text sets (possible topics: penny usage, schools & individuality, others TBD and shared within the department)
2 weeks	Debate/Argument	Explore a topic using a variety of sources,	Structured debate (argument of a topic;	RI 1-6, 8, 10 W 1, 2, 4, 5, 6,	Nonfiction selections: current event-based

		identifying relevant details, recognize how claims are supported with evidence; use rhetorical devices	address & refute opposition), Informative/ Explanatory/Summary paragraphs (properly structured and fully-developed paragraphs)	8, 9, 10 SL 1-6 L 1, 2, 4-6	selections, databases (accessing and searching); short reading selections – independently do close reading and answer multiple choice questions
4 weeks	Text Analysis Response	Closely read and annotate texts to identify central ideas, identify literary and/or rhetorical devices (including logos, ethos, pathos) used to develop passage, explain effect device on the passage's central idea	Text Analysis Response: 2-3 paragraph analysis of a nonfiction selection, modeled on Regents task NOTE: Review this task step-by-step (same steps for analyzing a fictional passage)	Fiction selection: RL 1-5 Nonfiction selection: RI 1-6 W 1, 4-6, 9,10 L 1-6	Use a designated CC Regents (utilizing anchor papers and scaffolding) to model task and write test to write independently Supplemental Passages: Short (1-2 page) nonfiction passages; list of literary terms & elements, list of rhetorical devices
2 weeks	Creative Expression	Poetry analysis, memorization and recitation	Write an original poem (option); present a poem, poetic term quiz	SL 4, 6 RL 1, 2, 4, 5, 6, 10, 11 W 4-6, 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"
4 weeks	<i>Fahrenheit 451</i>	Analyzing characters and aspects of plot, compare various	text-analysis response (2-3 paragraphs-modeled on Regents task), unit tests	RL 1-5, 7, 10 RI 7, 9 W 1, 3, 4-6	<i>Fahrenheit 451</i> "Dover Beach," "The Tyger and the Lamb"

		works with a common theme, close reading of text	and quizzes	SL 1, 2, 4, 6 L 1, 2, 4-6	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, 9, 10 W 1, 4-6, 9 SL 1, 3, 6 L 1-6	<i>Macbeth</i> PBS video with Ethan Hawke “Sonnets 29 and 129” required vocabulary list
4 weeks *teach after history department has taught Russian Revolution	<i>Animal Farm</i>	Dramatic elements, understanding allegory, use of propaganda, rhetorical devices (including logos, ethos, pathos)	text-analysis response (2-3 paragraphs-modeled on Regents task), unit test and quizzes	RL 1-6, 7, 9, 10 W 1, 4-6, 9 SL 1, 3, 6 L 1-6	Russian Revolution information, propaganda techniques & rhetorical devices; Reagan’s speech to Moscow University required vocabulary list
5 weeks	<i>To Kill a Mockingbird</i>	Importance of POV and setting, compare various works with a common theme	Unit test and quizzes; journal responses (will be completed with other units, too); personal narrative essay (modeled on	RL 1, 2, 3, 5, 9, 10 RI 7, 9 W 1, 4-6 SL 1, 2, 3, 6	<i>To Kill a Mockingbird</i> “I Am Offering This Poem;” Martin Luther King Jr.- “Letter from Birmingham Jail”

			Common Application essay-college prep activity)	L 1-6	required vocabulary list
Concurrent with other units	Research Skills (Argument preparation)	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	Grammar, mechanics and usage	Command of the conventions of the English language	Grammar exercises and practice; application of concepts in writing tasks	L 1, 2 L 4-6	List of specific concepts are below map
Concurrent with other units	Literary Terminology & Rhetorical Devices	Textual analysis	Test questions, essay and paragraphs on specific literary pieces	RL 3-5 L 5 W 9	Literary & rhetorical terminology notes List of specific literary terms are below map
Concurrent with other units	Writing Tasks	6+1 Traits	Debate, argument essay* (SLO/OLO/final exam writing task), literary critical analysis, personal narrative (varying lengths of personal responses), 2-3	W 1-11 L 1-6	<i>6+ 1 Traits of Writing</i> <i>MLA Handbook</i>

			paragraph text-based response*		
			*Regents preparation		
Concurrent with other units	AIR (Accountable Independent Reading)	Reading at student's "independent" reading level	Discussions, writing tasks, and/or project based on the material read	Fiction: RL 2,3,5 Nonfiction: RI 2,3,6 Fiction or Nonfiction: W 1 or 2, 4-6; L 1-6; possibly SL 1,2, 4-6	Student-selected works of fiction and nonfiction; instruction from librarian on book selection

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

Grammar & Mechanics	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