

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 1: Fiction, Including the Novel**

Grade Level: 10

Grading Period: 1st Quarter

Enduring understanding: Through fiction, a person can learn how to cope with the universal conflicts and other experiences that occur as part of the human condition. Readers and writers understand the uses of literary elements in fiction.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Reading: Short Story Novel	I can read and interpret fiction by using literary terms and devices associated with the genre. I can independently read the literature of different countries and time periods.	10.1.01 10.1.02 10.1.03 10.1.04 10.1.05 10.1.06 10.1.07 10.1.10	What are the elements of a short story? How are the elements similar to and different from those of a novel? How can I analyze a short story or novel by using its elements?	Short Story Plot Characterization Conflict Setting Point of View Theme Symbol Narrator Reliable Narrator Unreliable Narrator Irony Tone Motif Chronological Order Flashback Foreshadowing Freytag's Pyramid Novel Subplot Idiom	Graphic organizers Summaries Character sketches Quizzes Tests Reader's response notebooks Literary analysis Character description or analysis Research and written or oral report on culture, history, biography Sensory charts Free writes Focused free writes	Use PowerPoint to create story board outline. Use Moviemaker to create film of story or section of novel. Utilize classroom blogs, wikis, and tweets on Twitter for book discussions. Conduct internet searches for historical background of stories, novels, authors for research for ongoing project. Literacy circles Writing Roadmap 2 Participate in editing groups and write a reflection on the process.
Reading: Historical Context	I can identify and interpret cultural, historical, and/or biographical influences in a short story or novel.	10.1.01	How can I read effectively to increase my comprehension and analytical abilities?	Satire Voice Dialogue Style Exposition Narrative		

Writing: Fiction and Novel	I can write an original narrative using most of the elements of a short story.	10.2.01 10.2.08 10.2.10	How can I create a topic? How can I synthesize all the parts of a short story into a cohesive whole? How can I be sure I have followed the conventions of writing dialogue? How can I publish my narrative?	Writing Process Prewriting Drafting Revising Editing Publishing Outline Forms Six Traits of Writing	Topic maps Story starters Journals Personal narrative Original short story Benchmark test Completed rubric	Do online grammar lessons, such as OWL (Online writing lab). Use dictionaries, thesauri effectively to research topics for projects. Use presentation software such as PowerPoint, Keynote, Movie Maker to illustrate cultural, historical, and biographical influences on short stories and novels.
Listening/ Speaking	I can explain my interpretation of a character, a story, or a novel. I can evaluate a speaker.	10.3.03 10.3.04 10.3.07	What methods will I use to explain and support my interpretation? How can I give effective constructive criticism?	Rubric		Participate in group projects in analyzing characters in a story. Use the online resources SAS or Thinkfinity for interactive higher level lessons.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar mini-lessons, including sentence combining (10.2, 10.2.09), weekly vocabulary lessons in context (10.1.10), research each nine weeks (10.1.11, 10.2.02, 10.2.03, 10.2.04, 10.2.05, 10.2.06, 10.2.07, 10.2.11, 10.3.6).

Formal writing assignment: Original short story or personal narrative

Suggested Readings: Lexile=L Short stories by West Virginia authors, Legends of King Arthur, Of Mice and Men, To Kill a Mockingbird, A Time to Kill, A Separate Peace, Lord of the Flies, The Secret Life of Bees

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers.

Teachers consult for topics for research paper on United States History to 1900. These topics will be used throughout the year to create a final research paper and presentation at the end of the year. Short research reports each nine weeks culminate in large presentation for the end of the semester. First quarter topics and reports should concern pre-colonial and colonial America. Projects can be individual, by pairs, or by groups.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 2: Poetry and Nonfiction**

Grade Level: 10

Grading Period: 2nd Quarter

Enduring understanding: Poetry provides an ideal for the human to strive for whereas nonfiction keeps one grounded, thus balancing the human condition. Good writers use figurative language to enhance description.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Poetry: Literature and Reading	I can read and interpret various types of poetry. I can recognize and interpret figurative language.	10.1.04 10.1.05 10.1.06 10.1.07	What are the different kinds of poetry? What kinds of figurative language can I recognize and interpret? How does figurative language enhance poetry and descriptive writing?	Lyric Haiku Narrative Poem Sonnet Stanza Rhyme Scheme Figurative Language Simile Metaphor Personification Alliteration Scansion Meter Blank Verse Iambic Pentameter Free Verse	Quizzes Tests Reader's response notebooks Paraphrases Summaries Posters Graphic organizers Literary analysis	TP-CASTT: A Method for Poetry Analysis Analysis using SOAPStone Create poetry booklets using Power Point, Moviemaker, and/or other media. Classroom literary magazine created by whole group
Poetry: Writing	I can write short formula poems using figurative language. I can write an essay that is primarily descriptive.	10.2.01 10.2.02 10.2.06 10.2.08	How will I create a formula poem that incorporates figurative language? How can I evaluate my descriptive writing to determine if I have used effective description in my essay?	Description Thesis Statement Sensory Details Formula Poems Pantoum Cinquain Concrete Poetry	Descriptive essay Rubric Poems Finding the main ideas Research articles of	Create publishing model for classroom Word walls Editing groups Classroom

Nonfiction: Literature and reading	I can independently read nonfiction and interpret its information.	10.1.01 10.1.02 10.1.03 10.1.04	How is nonfiction different from fiction? How is it similar? What can nonfiction tell me about poetry?	Literary Criticism Nonfiction Memoir Fact Opinion Statistics	literary criticism of a poem and/or poet Oral or written report Posters	magazines Desktop publishing Oral interpretation
Nonfiction: Writing	I can write a biographical account or a report on literary criticism.	10.2.01 10.2.02 10.2.03 10.2.04 10.2.05 10.2.06 10.2.07 10.2.08 10.2.10	How will I research and synthesize information for a biographical account or for a report on literary criticism?	Research Summary Paraphrase Direct Quote Documenting Examples	Biographical account of a poet Oral reading Create unique poetry Compare and contrast poetry to real life situations	Choral reading Readers' Theatre

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar minilessons, including sentence combining (10.2, 10.2.09), weekly vocabulary lessons in context (10.1.10); research each nine weeks (10.1.11, 10.2.02, 10.2.03, 10.2.04, 10.2.05, 10.2.06, 10.2.07, 10.2.11).

Formal writing assignment: Descriptive essay

Suggested Readings: Night 570L, Coalwood Way 830L, The Freedom Writers 900L, biographies, autobiographies, memoirs.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Continue joint research projects having to do with the second 9 weeks social studies unit, especially the founding fathers of the young United States. English teachers emphasize the research process and use history topics for lessons. Projects each nine weeks will be compiled for a large presentation by class of American History to 1900.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/ English Language Arts
Unit 3: Drama**

Grade Level: 10

Grading Period: 3rd Quarter

Enduring understanding: Reading, interpreting, and presenting a play is an excellent method to demonstrate understanding of an author's purpose. The themes of classic literature are still relevant today.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Drama: Historical Context	I can explain the evolution of the theater.	10.1.01 10.1.02 10.1.04 10.1.05 10.1.06 10.2.05 10.2.06 10.2.07 10.2.11	What are the similarities and differences among the plays of the Greeks, Romans, the Renaissance, and the Modern era?	Drama Tragedy Comedy Staging Soliloquy Monologue Aside Chorus Stage Directions Downstage Upstage Center Stage Wings	Graphic organizers Group research projects Posters Dioramas Models of various theaters (e.g. Globe) Create costumes	Utilize internet browsing and research to support ongoing projects. Media presentation of theater in different eras. Direct a scene of characters in a role play scenario on a given production.
Drama: Literature and Reading	I can read a play and visualize the way it would be staged and performed. I can read independently and comprehend.	10.1.02 10.1.04 10.1.05 10.1.07 10.1.08 10.1.11	How would I stage a scene? How can I best persuade my teacher to choose my interpretation of staging? How is reading a play different from reading a novel or nonfiction?	Stage Diagram Visualization Persuasion Thesis Statement Support	Summary Paraphrase Oral reading Reader's response notebook Quiz	Participate in a group to write and perform an original scene. Use moviemaker to create a video illustrating

Drama: Writing	I can write a parody of a scene. I can write a modern version of a scene.	10.2.01 10.2.03 10.2.06 10.2.10	How can I use the writing process to create a parody of a scene or create a modern version of a scene?	Parody	Test Published scene Persuasive letter, paragraph, or essay	theatrical styles. Access the Teach 21 site for novel research based approaches to drama.
Drama: Listening and Speaking	I can demonstrate good listening skills when others are performing. I can cooperate to present a scene.	10.3.01 10.3.02 10.3.03 10.3.05 10.3.07	How can I effectively respond to a play? What media would be useful by which to present the scene?	Critique	Written critique Rubric response Participation in group performance	Assign viewings of assorted dramatic works either in a collection of clips (You Tube style) or a competed work for analysis and a student generated presentation. Utilize Thinkfinity and SAS for online higher level differentiated lessons.

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar minilessons, including sentence combining (10.2, 10.2.09), weekly vocabulary lessons in context (10.1.10); research each nine weeks (10.1.11, 10.2.02, 10.2.03, 10.2.04, 10.2.05, 10.2.06, 10.2.07, 10.2.11).

Formal writing assignment: Persuasive essay

Suggested Readings: Lexile=L Shakespeare's Julius Caesar or Midsummer Night's Dream 590L recommended. Novels: Shakespeare Stealer 840L, Shakespeare Scribe 870L.

Social Studies Connection: Jointly plan reading, writing, and project assignments with social studies teachers. Research project continues focusing on American expansion with a focus on comparing and contrasting American expansion and conflict with that of the Roman Empire.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook

**Fayette County Schools
Curriculum Map
Reading/English Language Arts
Unit 4: Themes in Literature**

Grade Level: 10

Grading Period: 4th Quarter

Enduring understanding: Human beings across cultures and centuries tell stories with similar structures and themes, demonstrating that events in the human experience are common to us all.

Concept	Learning Target	CSO	Essential Questions	Academic Instructional Vocabulary	Assessment Options	21 st Century Resources
Themes/Myths: Cultural Context	<p>I can generate questions in order to analyze cultural context.</p> <p>I can select details to draw conclusions.</p> <p>I can use research to build cultural context.</p>	<p>10.1.04 10.1.05 10.1.06 10.2.04</p>	<p>What are the similarities and differences among the creation myths from several cultures?</p> <p>How is each myth appropriate for the culture from which it came?</p>	<p>Myths Quest Transgression Cultural Context</p>	<p>Research questions</p> <p>Reader's response notebooks</p> <p>Summaries</p> <p>Short research report</p> <p>Quizzes</p> <p>Tests</p>	<p>Have students use Google Docs for word processing and presentation on myths.</p> <p>Conduct internet research on myths to use in preparing a presentation.</p> <p>Work in collaborative</p>

Themes/Archetypal Narrative Patterns	I can analyze and compare patterns in stories.	10.1.01 10.1.02 10.1.03 10.1.04 10.1.08 10.1.09	What are the similarities and differences in the narrative structure of a myth and a fairy tale? How does the narrative structure contribute to the lesson suggested by each story?	Archetype Fairy Tale Narrative Pattern	Literary analysis Venn diagrams Comparison-contrast essay Parody Editing groups Myth	groups to compare and contrast various myths and analyze what is occurring in cultures where they were developed. Write and film a television news report. Use SAS and Thinkfinity for online interactive differentiated lessons.
Themes/World Views	I can compare and contrast worldviews by finding similarities and differences in the outlooks expressed by authors or characters.	10.1.01 10.1.02 10.1.03 10.1.04 10.1.05 10.1.06 10.1.07 10.1.08	How does the Arthur legend change over the course of various cultures and time periods?	Legend Legendary Hero Worldview Chivalry		
Themes: Writing	I can compose a modern myth.	10.2.01 10.2.02 10.2.06 10.2.09 10.2.10	What origin can I explain? How can I be sure I have composed my myth properly?	Modern Mythology		

Reading Suggestions: Teachers should monitor the progress of each student as they read 25 books per year as recommended by the West Virginia Department of Education. This can be done with the collaboration between the language arts teacher and the social studies teacher. It is recommended class time be set aside regularly for students to read and discuss literature. Various activities might include: Photo story, blog, classroom wiki, pair-share, jigsaw, podcasts.

Suggestions: Daily grammar minilessons, including sentence combining (10.2.01, 10.2.09), weekly vocabulary lessons in context (10.1.10), research each nine weeks (10.2.02, 10.2.03, 10.2.04, 10.2.05, 10.2.06, 10.2.07).

Formal writing assignment: Research paper (10.2.11)

Suggested Readings: myths from various countries, King Arthur legends, fairy tales, folk tales

Social Studies Connection: Jointly plan reading, writing, and project assignment with social studies teachers. Research project continues with various topics on the civil war to industrialization. Short research pieces can be compiled to classroom history book. Both disciplines will work together to create a visual display of posters, Power Points, or films for the school. Students could give a speech about their projects to parents and teachers.

Tiered Instruction:

Tier 1 -Use Learning Focus Strategies such as Think Pair Share, Paired Reading, Paired Heads

Tier 2 -Use Readers Notebook for guided practice

Tier 3 -Adapted reading materials, Adapted Reader's Notebook