

Curriculum Map: Challenge I English Cochranton Junior-Senior High School English

Course Description: This in-depth course is the first in a series of four that have been designed to provide a challenge for students. The major emphasis is placed on a study of the literary genres: short story, novel, poetry, and drama, including *Romeo and Juliet*. Some units of work that are integrated into the study of literature are composition, grammar/punctuation, and vocabulary. A number of writing assignments will range in length from simple paragraphs to a career research paper.

Unit Title: Short Story
Suggested time frame: 6-8 weeks

Standards: **CC.1.3.9-10: Reading Literature:** Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
CC.1.5: Speaking and Listening: 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?
- How does literature contribute to an understanding of ourselves?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?
- How do different elements of short stories impact the literary work as a whole?

Competency	Vocabulary	Strategy	Resource
- Comprehend, interpret, and evaluate author's purpose before, during, and after reading	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements,	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text,	<i>Glencoe Literature: Reader's Choice-Course 4</i> Additional supplemental short stories

<ul style="list-style-type: none">- demonstrate fluency; 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.- analyze elements of fiction in a variety of short stories- compare/contrast short stories using various characteristics	setting, plot, bias, voice, fact/opinion, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism, headings, graphics and charts	think-aloud, 25-word summary, anticipation guides, think-pair-share, concept mapping	
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Unit Title:
Suggested time frame:

Drama
6-8 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.
CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How is a play similar to and different from prose and poetry?
How has Shakespeare influenced contemporary language and culture?
What universal themes are present in the play, and how are they relevant today?
How can we use reading strategies to help us understand the language and syntax used by Shakespeare?

Competency	Vocabulary	Strategy	Resource
- 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. - Identify and analyze the changes in language and culture from Shakespeare's time to the present	stage directions, monologue, dialogue, soliloquy, dialect, chorus, dramatic structure, pun, comic relief, foil, paradox, pantomime	Read aloud, role-playing, pantomime, class discussion, formative and summative assessments, think-pair-share, paraphrase, talk to the text,	<i>Glencoe Literature: Reader's Choice-Course 4 – Romeo and Juliet</i> Various film adaptations

Unit Title: Poetry

Suggested Time Frame: 4-6 weeks

Standards:

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

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

Essential Questions:

How is poetry both similar to and different from prose?
How does understanding a poet's life and historical context help us understand a poem?
How can we determine the theme or underlying meaning of a poem?
How many different ways can we sort and classify poems?
How does a writer use poetic devices for certain effects in the poem?

Competency	Vocabulary	Strategy	Resource
- Identify, explain, interpret, and analyze 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, Inference, rhyme, meter, scansion, alliteration, onomatopoeia, sonnet, personification, metaphor, simile, hyperbole, poetic forms, rhyme scheme, iambic pentameter, assonance, ballad, enjambment	Read aloud, discussion, scansion, paraphrasing, talk-to-the-text, formative and summative assessments, think-aloud	<i>Glencoe Literature: Reader's Choice-Course 4</i> Supplemental poems found through print and electronic sources

Unit Title: Research

Suggested time frame: 6-8 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 can accurate research improve your understanding of a topic?
What are the common characteristics and techniques of good research?
What purposes does researching serve in the real world?
What resources exist to help with career exploration research?

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 draw conclusions from research;- Demonstrate the distinction between one's own ideas from the ideas of others- Use information garnered	Research, primary source, secondary source, bias, works cited, in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context, classifying (more specific), categorizing (more general), sequencing, logical development, outlining, thesis statement, argument	Note cards and/or outlining and/or listing, source cards are optional, rubrics	CJSH Media Center resources Databases Career books

from research to put forth a strong and cogent argument			
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Unit Title: Grammar

Suggested time frame: 5-7 weeks

Standards: **CC.1.4: Writing:** 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: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How does standard grammar help people discover and understand what they are thinking?
How does grammar usage shape what others think of us?
What are the common characteristics and techniques of standard grammar?
What purposes does standard grammar serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none">- Identify and correctly use parts of speech, punctuation, sentence structure, and mechanics.- Identify and correctly use verbal phrases and adverbial, adjectival, and noun phrases and clauses.- create, review, evaluate, revise, edit, and proofread writing to achieve appropriate style using precise language, action verbs, sensory details, appropriate modifiers, and the active voice use grade	Noun, pronoun, adjective, verb, adverb, preposition, interjection, conjunction, phrase, clause, verbal, action verb, linking verb, helping verb, participle, infinitive, gerund, misplaced modifier, simple subject, simple predicate, complete subject, complete predicate, direct object, indirect object, predicate nominative, predicate adjective, appositive		<i>Writer's Choice</i> Supplemental practice materials and various outside sources as needed

appropriate conventions when writing and editing (spelling, capitalization, punctuation, grammar, sentence formation).			
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Unit Title: Novel

Suggested Time Frame: 4-6 weeks

Standards:

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

CC.1.5: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How do historical circumstances impact the author’s choices and/or characters’ decisions?
 How are larger social themes reflected in the literature?
 Why is this work of literature important to your life, the world and humanity in general?
 How do various literary criticisms impact the interpretation of a text?
 How does a writer use literary devices for specific effects in a story?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> - Comprehend, interpret, and evaluate author’s 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 time - identify and analyze the differing characteristics of 	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author’s purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, think-aloud, 25-word summary, anticipation guides, think-pair-share	Texts may include but are not limited to the following: <i>Great Expectations</i> by Charles Dickens <i>The Giver</i> by Lois Lowry

literary genres and universal themes with textual evidence			
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Unit Title:

Writing

Suggested time frame:

integrated throughout the course

Standards:

CC.1.4: Writing: 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: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

How does writing help people discover and understand what they are thinking?
How does writing shape what others think of us?
What are the common characteristics and techniques of good writing shared across genre?
What purposes does writing serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> - Identify and correctly use parts of speech, punctuation, sentence structure, and mechanics. Introduce idioms, clichés and commonly confused words. - Write various pieces with standard organizational methods, specific details, and dialogue to develop character and plot, write complex informational pieces that use precise language, primary/secondary sources, and make and support inferences with relevant and 	Affix, antonym, compare/contrast, connotation, explain, generalization, informational text, multiple-meaning words, prefix, sentence variety, suffix, summarize	Drafting, revising, peer-editing,	Student writing <i>Writer's Choice</i> Various other resources as needed

substantial evidence and details, identify and assess the impact of perceived ambiguities

- develop a thesis for informational pieces
- write with a clear focus
- develop topic-appropriate content incorporating specialized vocabulary
- design controlled and/or subtle organization with a sustained logical order and subtle transitions 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 modifiers, and the active voice use grade appropriate conventions when writing and editing (spelling, capitalization, punctuation, grammar, sentence formation).

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