Abbott Lawrence Academy 2018-2019 Curriculum Map: Year at a Glance

Subject: Pre-AP English Grade: 10

Unit Title	Time	Essential Questions	Core Text/Supplemental	Performance Tasks
	Allocatio	(for unit)	Learnings	(How will you know that students have
	n		(include major references)	mastered the taught concepts)
	(# 0f weeks		, ,	0 1 /
	based on 38			
	weeks in school vear)			
	3 weeks	*Who is the American Hero?	"Death of a Salesman" - Arthur Miller	Reading Quizzes
Abbo	tt Lawren	ce Academy 2016 2017 Gurricului author to express his/her statement on human nature?	Me Mapmerican Literature Handouts	Reading Notes/Binder Check
	C 1.1	author to express his/her statement on human nature?	'	Socratic Seminar AP Literature Theme Analysis
	Subject:	PhedAP Emplishoffhe writer's view Grade: 10 reader understand the writer's philosophy about life:)	AP Literature Theme Analysis
		Inites Durage Line Caesart 17 Weeks? *Does the American Dream contradict American reality?		
1. Introduction to		*Does money and material goods define success? *Does society impact an individual's ability to succeed?		
American Literature/Death of a		*Is Willy a victim of society's consumerism or is he ultimately in		
Salesman		control of his own destiny?		
		*How is the American Dream characteristic of American ideals and philosophy? What are the differences between the materialistic and		
		the idealistic values associated with the American Dream?		
2. Othello/Intro to	8 weeks	*How does reputation influence our perceptions of others? Of	Othello - William Shakespeare	Reading Quizzes
Rhetoric				
				III.iii.100-318, IV.ii.202-277
		*What is the relationship between jealousy and reputation?	"The Men We Carry in Our Minds" - Scott	Socratic Seminar
				AP Literature Theme Analysis
		in some way? How does that affect our outlook and response to	"An Ode to Envy" - Parul Sehgal (TED	
		situations?	Talk)	
1		in a text?	Junger	
1				
1				
1			and Consequences of Negative Attitudes	
1			toward Immigrants" - Oksana Yakushko	
1				
2. Othello/Intro to Rhetoric	8 weeks	*How does reputation influence our perceptions of others? Of ourselves? *What power does jealousy hold over emotions, actions, and perceptions? *What is the relationship between jealousy and reputation? *In what ways can language influence our perceptions and/or reputations? *How are our insecurities amplified when we are part of a minority in some way? How does that affect our outlook and response to situations? *How do the rhetorical choices that we make in our argument create effect or impact? How does a speaker's tone affect the main arguments and purposes	"Tragedy and the Common" Man - Arthur Miller "I Want a Wife" - Judy Brady "The Men We Carry in Our Minds" - Scott Russell Sanders How to Read Literature Like a Professor - Thomas Foster "An Ode to Envy" - Parul Sehgal (TED Talk) "Men Who Hate Women" - Barbie Nadeau "We are all Othello" - John Moore "Why Veterans Miss War" - Sebastian Junger Selected Readings: Former Soldiers on the Bonds of Military Brotherhood "Xenophobia: Understanding the Roots and Consequences of Negative Attitudes	Reading Notes/Binder Check Rhetorical Analysis Responses: I.iii.84-196, II.iii.278-3 III.iii.100-318, IV.ii.202-277

			Othello - 1981 - dir. Jonathan Miller	
3. Beloved	8 weeks	*In the face of unspeakable horror or abuse, how is a character able (if at all) to find solace or comfort? *What is the role of a mother? *How does label of "other" affect the individual? Society? *How do past experiences affect the individual? What defines "family"? Is there any purpose to retelling the past/history? *How are symbols and imagery used to portray the struggles present in historical American society?	Beloved - Toni Morrison "Ain't I a Woman" - Sojourner Truth Excerpts from Narrative of the Life of Frederick Douglass - Frederick Douglass "Nobel Prize Speech" - Toni Morrison "Black Matters" - Toni Morrison Psalm 124 - The Bible How to Read Literature Like a Professor - Thomas Foster	Reading Quizzes Reading Notes/Binder Check Socratic Seminar AP Literature Theme Analysis
4. Poetry: Dickinson, Neruda, Plath, Frost, Collins, Roethke, MacLeish	6 weeks	*How do sound and form impact a poem's meaning? *What strategies can readers use to increase comprehension and appreciation of poetry? *How do works of art capture the essence of a society? *What techniques best describe Dickinson's style? *How do the circumstances of Dickinson's life influence her work? *How does an Dickinson's style and word choice affect the purpose, meaning, and tone of her writing? How does Emily Dickinson perceive herself as a poet, especially as reflected in her correspondences with Thomas Wentworth Higginson and Susan Huntington Gilbert Dickinson? *In what ways does this perception manifest itself in her poetry? *How can writing and discussing our own poems enhance our experience of reading and studying poetry in general?	Poetry by Emily Dickinson: "I'm Nobody! Who are you?" "There's a certain Slant of light" "The Soul selects her own Society" "Because I could not stop for Death" "I heard a Fly buzz - when I died" "My Life had stood - a Loaded Gun" "The Nature of Proof in the Interpretation of Poetry" - Laurence Perrine "The Road Not Taken" - Robert Frost "My Papa's Waltz" - Theodore Roethke "Understanding Poetry" - Billy Collins "Ars Poetica" - Archibald Macleish "Poetry" - Pablo Neruda "Mirror" - Sylvia Plath Student Selected Poems from Author Database	Poetic Terminology and Scansion Quiz Poetry Annotation Quizzes Poetry Reading Notes/Binder Check Poetry Analysis Essay Poetry Chapbook Poem Memorization and Analysis Presentation
5. The Grapes of Wrath	7 weeks	*The story of the Joads is told chronologically; however, between these narrative chapters there are inter-chapters, which are usually short sketches of economic and social history that provide great insight into the story. Analyze the importance of these inter-chapters and comment on how they provide a lens for the chapters that follow. *In 1962 John Steinbeck won the Nobel Prize for Literature; he was honored for showing sympathy for "the oppressed, the misfits, the distressed." In addition, readers appreciated his portrayal of characters living on a purely animal level moved by forces they can hardly understand or control but striving towards wisdom and retaining a measure of dignity. How does The Grapes of Wrath exemplify these principles and ideas? *How does Steinbeck exemplify the following values throughout the story?an appreciation for our common humanitythe need to work together to achieve a common goalthe need for compassion and injustice for the oppressedthe importance of avoiding stereotypes and labelsthe need to share what we have with others, especially the poorthe importance of commitment to our beliefsa respect for our religious heritage and that of others the realization that change is part of the human conditionthe	The Grapes of Wrath - John Steinbeck "The Dust Bowl" Documentary - PBS "I am the People, the Mob" - Carl Sandburg Various Images of the Dust Bowl "Does the Free Market Corrode Moral Character" Essays - The Templeton Foundation	Reading Quizzes Reading Notes/Binder Check Socratic Seminar AP Language Synthesis Essay

		importance of caring about the earth and our environmentan understanding of the role of technology in society		
Abbo	tt Lawren	*How is satire used in the 21st century? COACCOCONS STATE USED TO SEE THE CONTROL OF THE COLUMN TH	Ch. 1-2 of The Adventures of Huckleberry Finn Map:	Satirical Technique Quizzes Reading Notes/Binder Check Satire Journal/Rhetorical Precis
	Subject:	Preadprengishations of satirical terade: 10 *How does this novel quality as a satire?	"The Damned Human Race" - Mark Twain "A Modest Proposal" Jonathan Swift	Satire Creation Project & Reflection Essay
Unit 1 In	troduction	to American Lit - "Death of a Salesma	n ¹ he 3 uWeekgk - Dr. Seuss Excerpts from <i>The Onion, The Satirist, The</i>	
6. Satire/Huck Finn			Borowitz Report, Reductress	

Abbott Lawrence Academy 2018-2019 Curriculum Map:

Subject: Pre-AP English II Grade: 10

Unit 1 Introduction to American Lit - "Death of a Salesman" 3 Weeks

Essential Questions	*Who is the American Hero?			
Listinal Questions	*Does a protagonist have to experience a realization in order for an author to express his/her statement on			
	human nature?			
	*How does an understanding of the writer's view of nature help a reader understand the writer's philosophy			
	about life?			
	*Does pursuit of the American dream lead to happiness?			
	*Does the American Dream contradict American reality?			
	*Does money and material goods define success?			
	*Does society impact an individual's ability to succeed?			
	*Is Willy a victim of society's consumerism or is he ultimately in control of his own destiny?			
	*How is the American Dream characteristic of American ideals and philosophy? What are the differences			
	between the materialistic and the idealistic values associated with the American Dream?			
Learning Objectives for Unit	1. Identify and analyze the development of complex themes throughout the text to determine how they interact			
Learning Objectives for Onit	to achieve Miller's overall purpose.			
	2. Examine how aspects of Romanticism, Realism, and Modernism function throughout the play by comparing			
	characteristics of each genre to literary elements in the play.			
	3. Analyze Willy Loman as a Tragic Hero, comparing his Tragic qualities in the modern day to those from classic			
	literature.			
	4. Juxtapose the roles of Foils to Willy and Biff Loman to articulate Miller's purposes in those characterizations in			
	both discussion and short, written responses.			
	5. Analyze how an individual character's choice (sacrifice or betrayal) impacts the meaning of the work as a			
	whole.			
Performance tasks: Formative and Summative	Reading Quizzes			
	Reading Notes/Binder Check			
	Socratic Seminar			
	 How does your perspective of Willy change throughout the play? 			
	What is Willy's tragic flaw? A Will of the control of the co			
	 Is Willy the main character in this play or is Biff? From the author's description at the start of the play, what do we know about Linda? What can we guess? Does she 			
	know about the Woman in Boston? What makes you think she does or doesn't?			
	Why does Miller let us know in the title that Willy's death is coming? Why doesn't he make it a surprise?			
	What would you say are the false values which the play reveals? What are the true values which the play upholds?			

			AP Literature Theme Analysis Works of literature often depict acts of be may likewise be guilty of treachery or may the betrayal and show how it contributes t plot summary. It has often been said that what we value of applies to a character from Death of a Sale forfeited something in a way that highlight analyze how the particular sacrifice illumin meaning of the work as a whole.	betray their own values. In Death of o the meaning of the work as a whole can be determined only by what we sa esman. Select a character that has delight to that character's values. Then write	a Salesman, analyze the nature of in a well-written essay. Avoid mere crifice. Consider how this statement iberately sacrificed, surrendered, or a well-organized essay in which you
CC Standards/ Lawrence	Language	Academic	Content Objectives	Texts and	Cross-Content
Standards	Objectives The reading, speaking, writing, and listening skills will you teach, re-teach, or review so students will be able to explain and apply the content, skills, and/or procedures.	Language The formal-language skills- vocabulary, grammar, punctuation, syntax, discipline-specific terminology, or rhetorical conventions—that allow students to acquire knowledge	What students will know and be able to do at the end of the unit	Supplemental Learnings	Connections

CCSS.ELA- LITERACY.	SWBAT:	Tragic Hero	SWBAT:	"Death of a Salesman" -	*Building off of Tragic
RL.9-10.1Cite strong and thorough textual	1. Identify and analyze the	Characterization	Identify and analyze the development of	Arthur Miller	Hero/Foil work in
evidence to support analysis of what the text	development of complex themes	Foil Character	complex themes throughout the text.	Genres in American	Advanced Honors English 9
says explicitly as well as inferences drawn from	throughout the text in written daily	Setting	2. Examine how aspects of Romanticism,	Literature Handouts	*Connecting to Pingree work
the text.	notes and in class discussion.	\cup		Literature Francious	with The Crucible to
RL.9-10.3 Analyze how complex characters		Juxtaposition	Realism, and Modernism function throughout		
(e.g., those with multiple or conflicting	2. Examine aspects of Romanticism,	Romanticism	the play by comparing characteristics of each		compare Miller's different
motivations) develop over the course of a text,	Realism, and Modernism throughout	Realism	genre to literary elements in the play.		styles
interact with other characters, and advance the	"Death of a Salesman" in paired class	Modernism	3. Analyze Willy Loman as a Tragic Hero,		*Connecting the timelines of
plot or develop the theme.	discussion.	Hamartia	comparing his Tragic qualities in the modern		American Romanticism,
RL.9-10.4Determine the meaning of words and	3. Analyze Willy Loman as a Tragic	Hubris	day to those from classic literature.		Realism, and Modernism
phrases as they are used in the text, including	Hero throughout the play by	Catharsis	4. Juxtapose the roles of Foils to Willy and Biff		with major movements in
figurative and connotative meanings; analyze the cumulative impact of specific word choices on	articulating how his tragic flaw(s)	Commission	Loman to articulate Miller's purposes in those		APUSH.
meaning and tone (e.g., how the language	impacts the work in a short Socratic	Ignoramus	characterizations in both discussion and short		*Bridge to the birth of the
evokes a sense of time and place; how it sets a	Discussion.	Philander	written responses.		American Dream in 1920s
formal or informal tone).	4. Juxtapose the roles of Foils to Willy	Requiem	5. Analyze how an individual character's		America in APUSH
W.9-10.1A, Introduce precise claim(s),	and Biff Loman through the use of a	Requiem	choice (sacrifice or betrayal) impacts the		Afficia in Aff CSF1
distinguish the claim(s) from alternate or	graphic organizer and in a short		meaning of the work as a whole.		
opposing claims, and create an organization that			meaning of the work as a whole.		
establishes clear relationships among claim(s),	written response.				
counterclaims, reasons, and evidence.	5. In a timed, in-class essay, analyze				
W.9-10.1B, Develop claim(s) and counterclaims	how an individual character's choice				
fairly, supplying evidence for each while	(sacrifice or betrayal) impacts the				
pointing out the strengths and limitations of	meaning of the work as a whole.				
both in a manner that anticipates the audience's					
knowledge level and concerns.					
W.9-10.1D, Establish and maintain a formal					
style and objective tone while attending to the					
norms and conventions of the discipline in which they are writing.					
W.9-10.1E Provide a concluding statement or					
section that follows from and supports the					
argument presented.					
SL.9-10.1C, Propel conversations by posing and					
responding to questions that relate the current					
discussion to broader themes or larger ideas;					
actively incorporate others into the discussion;					
and clarify, verify, or challenge ideas and					
conclusions.					
SL.9-10.1D Respond thoughtfully to diverse					
perspectives, summarize points of agreement					
and disagreement, and, when warranted, qualify					
or justify their own views and understanding					
and make new connections in light of the evidence and reasoning presented.					
L.9-10.1 Demonstrate command of the					
conventions of standard English grammar and					
usage when writing or speaking.					
L.9-10.2 Demonstrate command of the					
conventions of standard English capitalization,					
punctuation, and spelling when writing.					

Abbott Lawrence Academy 2018-2019 Curriculum Map:

Subject: Pre-AP English II Grade: 10

Unit 2 Othello/Introduction to Rhetoric 6 Weeks

Essential Questions	*How does reputation influence our perceptions of others? Of ourselves?
	*What power does jealousy hold over emotions, actions, and perceptions?
	*What is the relationship between jealousy and reputation?
	*In what ways can language influence our perceptions and/or reputations?
	*How are our insecurities amplified when we are part of a minority in some way? How does that affect our outlook and response to
	situations?
	*How do the rhetorical choices that we make in our argument create effect or impact?
	How does a speaker's tone affect the main arguments and purposes in a text?
Learning Objectives for Unit	1. Interpret rhetorical strategies and processes by analyzing a variety of print, visual, and digital media.
Learning Objectives for Offic	2. Evaluate how an author's tone towards the audience or subject matter influences the meaning within the overall argument or text.
	3. Compare and contrast human vices and experiences across history to the modern day.
	4. Examine Shakespeare's use of language and articulate the effects that language has on the message and the audience.
	5. Assess how Iago uses language, rhetoric, and persona to deceive others.
	6. Examine characterization developments and motivation across the varying conflicts in Othello.
	7. Analyze motifs and theme topics to develop thematic claims throughout Othello.
Performance tasks: Formative and Summative	Reading Quizzes
1 chomiance tasks. Politiative and summative	Reading Notes/Binder Check
	Rhetorical Analysis Responses: I.iii.84-196, II.iii.278-355, III.iii.100-318, IV.ii.202-277
	Socratic Seminar
	Should Othello be pitied?
	 Does Iago intend the fatal consequences from the beginning or is he making it up as he goes along? Does his plan succeed? Is
	he the "super villain" you imagined?
	Who or what allowed Iago to be so treacherous? Explain your answer in full detail.
	 Is this a play about the fatal-flaw of jealousy or is it a more complex cultural critique? What are Shakespeare's motives?
	 Look at the textual references to Othello's race to better determine the impact of racial relations within the tragedy. What is
	Shakespeare saying about race?
	AP Literature Theme Analysis
	 Works of literature often depict acts of betrayal. Friends and even family may betray a protagonist; main characters may
	likewise be guilty of treachery or may betray their own values. Select a novel or play that includes such acts of betrayal. Then, in
	a well-written essay, analyze the nature of the betrayal and show how it contributes to the meaning of the work as a whole.
	Choose a work from the list below or another novel or play of comparable quality. Avoid mere plot summary.
	 In literary works, cruelty often functions as a crucial motivation or a major social or political factor. Select a novel, play, or epic
	poem in which acts of cruelty are important to the theme. Then write a well-developed essay analyzing how cruelty functions in
	the work as a whole and what the cruelty reveals about the perpetrator and/or victim. You may select a work from the list
	below or another work of equal literary merit. Do not merely summarize the plot.
	 Many works of literature contain a character who intentionally deceives others. The character's dishonesty may be intended
	either to help or to hurt. Such a character, for example, may choose to mislead others for personal safety, to spare someone's
	feelings, or to carry out a crime. Choose a novel or play in which a character deceives others. Then, in a well-written essay,
	analyze the motives for that character's deception and discuss how the deception contributes to the meaning of the work as a
	whole. You may choose a work from the list below or another work of comparable literary merit. Do not merely summarize
	the plot.
	are provi

CC Standards/ Lawrence Standards	Language Objectives	Academic Language	Content Objectives	Texts and Supplemental	Cross-Content
Co diamando, Lawrence diamando	Zimgunge objectives	Treate Language	Goment Objectives	Learnings	Connections
RL.9-10.1 Cite strong and thorough textual	SWBAT	Pathos	SWBAT	Othello - William	Speech and Composition -
evidence to support analysis of what the text	Correctly using descriptive	Ethos	Interpret rhetorical strategies and processes	Shakespeare	Argumentative Fallacies and
says explicitly as well as inferences drawn	vocabulary for rhetoric, interpret	Logos	by analyzing a variety of print, visual, and	1	Rhetorical Technique
from the text.	rhetorical strategies and processes by	Kairos	digital media, in their reading and in-class notes	"Tragedy and the	1
RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development	analyzing a variety of print, visual, and	Exigence	2. Evaluate how an author's tone towards the	Common"	Adv. Honors English I -
over the course of the text, including how it	digital media.	Purpose	audience or subject matter influences the	Man - Arthur Miller	Shakespearean language and
emerges and is shaped and refined by specific	Correctly using precise and	Analyze	meaning within the overall argument or text	"I Want a Wife" - Judy	patterns
details; provide an objective summary of the	appropriate tone vocabulary words,	Metaphor	regularly in reading notes and paired	Brady	Pattern
text.	evaluate how an author's tone towards	Intimation	conversation.	"The Men We Carry in Our	
RL.9-10.3 Analyze how complex characters	the audience or subject matter	Repetition	Compare and contrast human vices and	Minds" - Scott Russell	
(e.g., those with multiple or conflicting	influences the meaning within the	Exposition	experiences across history to the modern day in	Sanders	
motivations) develop over the course of a	overall argument or text.	Rising Action	journal questions and paired discussion.	How to Read Literature Like a	
text, interact with other characters, and	3. Compare and contrast human vices	Climax	4. Examine Shakespeare's use of language and	Professor - Thomas Foster	
advance the plot or develop the theme. RL.9-10.4 Determine the meaning of words	and experiences across history to the	Falling Action	articulate the effects that language has on the	"An Ode to Envy" - Parul	
and phrases as they are used in the text,	modern day through paired discussion	Denouement	message and the audience by paraphrasing	Sehgal (TED Talk)	
including figurative and connotative	4. While reading and rereading,	Moor	Shakespearean language and close-reading class	"Men Who Hate Women" -	
meanings; analyze the cumulative impact of	examine Shakespeare's use of language	Abhor	activities.	Barbie Nadeau	
specific word choices on meaning and tone	and articulate the effects that language	Epithet	5. Assess how Iago uses language, rhetoric, and	"We are all Othello" - John	
(e.g., how the language evokes a sense of time	has on the message and the audience.	Bombast	persona to deceive others in daily questions	Moore	
and place; how it sets a formal or informal	5. Explain in writing and peer	Lascivious	and discussion and socratic seminar.	"Why Veterans Miss War"	
tone).	conversations how they are assessing	Insolent	6. Examine characterization developments and	- Sebastian Junger	
RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including				- Sebastian Junger Selected Readings: Former	
the order in which the points are made, how	Iago uses of language, rhetoric, and	Misogyny	motivation across the varying conflicts in	Soldiers on the Bonds of	
they are introduced and developed, and the	persona to deceive others.	Misandry	Othello during a whole class socratic seminar.		
connections that are drawn between them.	6. Examine characterization		7. In daily homework and in a final AP	Military Brotherhood	
SL.9-10.1 Initiate and participate effectively	developments and motivation across		Literature style essay prompts, analyze motifs	"Xenophobia:	
in a range of collaborative discussions (one-	the varying conflicts in Othello in		and theme topics to develop thematic claims	Understanding the Roots	
on-one, in groups, and teacher-led) with	writing throughout their reading notes.		throughout Othello, including but not limited	and Consequences of	
diverse partners on grades 9-10 topics, texts,	7. Present their analysis of motifs and		to deception, betrayal, and cruelty.	Negative Attitudes toward	
and issues, building on others' ideas and expressing their own clearly and persuasively.	articulate how they developed thematic			Immigrants" - Oksana	
SL.9-10.1.A Come to discussions prepared,	claims throughout Othello, including			Yakushko	
having read and researched material under	but not limited to deception, betrayal,				
study; explicitly draw on that preparation by	and cruelty, in a timed, written			Varying film clips:	
referring to evidence from texts and other	response			Othello - 1995 - dir. Oliver	
research on the topic or issue to stimulate a				Parker	
thoughtful, well-reasoned exchange of ideas.				Othello - 1981 - dir.	
<u>L.9-10.2</u> Demonstrate command of the conventions of standard English				Jonathan Miller	
capitalization, punctuation, and spelling when					
writing.					
RL.11-12.6 Analyze a case in which grasping					
a point of view requires distinguishing what is					
directly stated in a text from what is really					
meant (e.g., satire, sarcasm, irony, or					
understatement).					
W.9-10.2 Write informative/explanatory texts					
to examine and convey complex ideas, concepts, and information clearly and					
accurately through the effective selection,					
organization, and analysis of content.					
W.9-10.2.Develop the topic with well-chosen,					
relevant, and sufficient facts, extended					

definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.				
other information and examples appropriate				
other information and examples appropriate				
to the audience's knowledge of the topic.				
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Abbott Lawrence Academy 2018-2019 Curriculum Map: Subject: Pre-AP English II Grade: 10 Unit 3 Beloved 7 Weeks

Essential Questions

How does label of "other" affect the individual? Society? **To be opts experiences affect the individual? **What defines "family?* **Is there amy purpose to retelling the past/history? **How are symbols and imagery used to portray the straggles present in historical American society? **SWAT **To be a superior of the strain of the
Strate defines **family **Is there any purpose to rectelling the past/history? **How are symbols and imagery used to portray the straggles present in historical American society? **NPAT* 1. Explaint the use of figurative language and Distinguish low they expand the major themes of the work through small group and full class discussion. 2. Describe and Defind the author's style and the techniques she uses to convey mood in reading notes and class discussion. 3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussions of the novel within the context of both United States history and contemporary literature in class discussion. 2. Describe and Analyze the significance of the novel within the context of both United States history and contemporary literature in class discussion. 3. Identify the AP English Literature guideline the series of multiple flashes. 5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in class discussion. 7. Question and Defend the use of multiple titories of view; and an analyze of the tensor of the novel within the context of both United States history and contemporary literature in class discussion. 8. Continued a short narrative that replicates and/or experiments with the point of view/perspective in Helmati in the Memory Journal Paper 2 (th. 1-18) 9. Part 2 (th. 1-18) 1. Part 3 (th. 1-18) 1. Part 3 (th. 1-18) 1. Part 4 (th. 1-18) 1. Part 5 (th. 1-18) 1. Part 2 (th. 1-18) 1. Part 2 (th. 1-18) 1. Part 3 (th. 1-18) 1. Part 3 (t
** Is there any purpose to retelling the past/history? **How are symbols and imageny used to portray the struggles present in historical American society? **SWBAT** 1. Explain the use of figurative language and Distinguish how they expand the major themes of the work through small group and full class discussion. 2. Describe and Defend the author's style and the techniques she uses to convey mood in reading notes and class discussion. 3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion. 4. Track and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal cass graded by the AP Finglish Lierature goodlenes 5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in clast discussion. Sociatic Seminar. 6. Trace and Evaluate the development of morphes and intertwining themes in the novel in reading notes and class discussion. 7. Trace and Evaluate the development of oremplex and intertwining themes in near large operations of the contribution to the novel in reading notes and class discussion. 8. Constructs a short caurative that replicates and/or experiments with the point of view/perspective in **Relowed** in the Memory Journal** **Reading Voices** 8. Constructs a short caurative that replicates and/or experiments with the use of point of view and perspective while exploring (pre)memory in your own life. **Brainstorm poignant memories from your life and pick one to recount in story from from the 3th person consistent point of view (pre)memory in your own life. **Brainstorm poignant memories from your life and pick one to recount in story from from the 3th person consistent point of view and perspective while exploring (pre)memory in your own life. **Brainstorm poignant memories from your life and pick one to recount in story from from the 3th person cons
How are symbols and imagery used to portray the struggles present in historical American society? Learning Objectives for Unit SWBAT
Learning Objectives for Unit 1. Explain the use of figurative language and Distinguish how they expand the major themes of the work through small group and full class discussion. 2. Describe and Defend the author's style and the techniques she uses to convey mood in reading notes and class discussion. 3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion. 4. Track and Evaluate the development of moifs and their contribution to theme and meaning of the work as a whole in a formal essay graded by the AP English Literature guidelines 5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in clast discussions/Sortatic Serminar. 6. Trace and Examine the development of complex and intertwining themes in the novel in reading notes and class discussion. 7. Question and Defend the use of multiple points of view, including third person omission trarrative, and its relation to the novel's major themes in small group debate. 8. Construct a short narrative that replicates and/or experiments with the point of view/perspective in Believel in the Memory Journal Reading Quizzes Part 1 (Ch. 1-18) Part 2 (Ch. 19-25) Reading Reading Quizzes Part 1 (Ch. 1-18) Part 2 (Ch. 19-25) Reading Readi
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exploring (re)memory in your own life. Brainstorm poignant memories from your life and pick one to recount in story form from the 3 rd person omniscient point of view (like Beloved). Socratic Seminar Morrison makes a point of including traditional, folkloric, non-literary African-American culture in Beloved, some of which is derived from ancient African roots. What is the effect of this inclusion? Among other things, Beloved is a glost story. What are the special problems for writer and reader in having a ghost featured as a main characte Give some thought to the presence of (and commentary on) white people in the novel. Why does the author make the choices she does in her presentations of whites? Reflect on the detailed attention that Morrison gives to experiences that will certainly claim your attention (and will probably shock and disture you): Paul D. on the chain gang, locked in the box; Paul's experience of the bit; the milking of Stethes an are readers? When you finish the book, note your reaction to the last passage. How do you feel about the ending? Why do you suppose the book conclude (or doesn't conclude) in this way? Who/what is Beloved? (Don't limit yourself in thinking that she is the same thing for each character in the book?) How is the title and epigrap of the book significant? How is Beloved a dynamic (changing/transformative) force for the characters in the book? What does the novel tell us about history and memory? Consider, for example, Sethe's relationship with her past, Paul D's relationship with his (and their co-oining at the conclusion of the novel). How do these characters' eventual acknowledgment their respective pasts model for the reader a way of coping with the history of American slavery? Morrison once said that all of her novels pose questions. What are the questions posed in Belove®
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AP Literature Prompt - Theme Analysis
Select a character (from Beloved) who demonstrates irrational behavior. In a well-organized essay, analyze how this behavior can be
considered reasonable and relate the behavior to the text as a whole.
 Choose a character (from Beloved) who is pulled in conflicting directions. Identify the forces of conflict and explain how this illustrates
the meaning of the novel as a whole. Do not merely summarize the plot.
The setting of a literary text often has special significance for the development of characters, plot, and/or theme. Write an essay in
which you analyze the significance of Beloved and its effect on the novel as a whole. Avoid mere plot summary.
• Choose a specific death scene (from Beloved), and write an essay in which you analyze the significance this scene has on the novel as a whole. Do not just summarize the plot.
whole. Do not just summarize the piot. No act of violence exists without a specific purpose or intention. Choose one such scene (from Beloved), and write a well-organized essay
which you identify the violence and analyze its significance to the text as a whole. Avoid plot summary.

CC Standards/	Language Objectives	affects the text as Select a character meaning of the tex Choose a charact her struggle. Relat Often in literature character (from Be the theme. In literary works, of	r (from Beloved) who is in opposition to his or her so a whole. Avoid plot summary. (from Beloved) who serves as the instrument for the kt as a whole. Do not merely summarize the plot. er (from Beloved) who has to deal with guilt. Identify the this situation to the meaning of the text as a whole, situations read a "point of no return" a point and eloved) who reaches this point and write an essay expla- cruelty often functions as a crucial motivation or a m important to the theme. Then write a well-developed about the perpetrator and/or victim. You may select	e suffering of others and analyze how the the situation and analyze how effectively avoiding mere plot summary. Iter which the life of a character can ne ining the situation and it's effect on the chajor social or political factor. Select a nove lessay analyzing how cruelty functions in	the character deals with his or ever be the same. Choose a haracter, the other characters and el, play, or epic poem in which the work as a whole and what
	Language Objectives		Content Objectives		
Lawrence Standards		Language		Supplemental	Connections
				Learnings	

CCSS.ELA-LITERACY.

RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL.9-10.3Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

RL.9-10.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL_9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

RL.9-10.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

RI.9-10.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). RI.9-10.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SWBAT

- 1. Locate specific examples of figurative language in the text and record in writing and present how they expand the major themes of the work.
- 2. Describe and Defend the author's style and the techniques she uses to convey mood in a written response.
- 3. Discuss analysis of the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion.
- 4. Justify and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal written essay.
- 5. Process and present an oral response to the significance of the novel within the context of both United States history and contemporary literature.
- 6. Record the development of complex and intertwining themes in the novel in reading notes and explain them in class discussion.
- 7. Listen to opposing viewpoint of the use of multiple points of view, including third-person omniscient narrator, and its relation to the novel's major themes and state and justify your own interpretation to others.
- 8. Identify the characteristics of the point of view/perspective in *Beloved* and write a short narrative that replicates and/or experiments with those strategies

Conflict Extended Metaphor Flashback

Magical Realism

Narrative Dialect Synecdoche Apostrophe

Repetition Climax Epigraph Anaphora Asyndeton Perfunctory

Reveries Malevolent Bereft Indolent

Deprivation
Devious
Exorcise
Intolerable
Luminous

Palsied
Perfunctory
Pondering
Rebuked
Revulsion

Spiteful Untethered Venom Anointed Desolated

Insistent Melancholy Repulsion Scrutiny

Inaccessible

Cajoling
Calamity
Chastised
Indiscriminately

Rancor Tentative SWBAT

- 1. Explain the use of figurative language and Distinguish how they expand the major themes of the work through small group and full class discussion.
- 2. Describe and Defend the author's style and the techniques she uses to convey mood in reading notes and class discussion.
- 3. Identify and Analyze the functions of the novel's structure, including the author's use of internal monologues and flashback through small group and full class discussion.
- 4. Track and Evaluate the development of motifs and their contribution to theme and meaning of the work as a whole in a formal essay graded by the AP English Literature guidelines
- 5. Explain and Analyze the significance of the novel within the context of both United States history and contemporary literature in class discussion/Socratic Seminar.
- 6. Trace and Examine the development of complex and intertwining themes in the novel in reading notes and class discussion.
- 7. Question and Defend the use of multiple points of view, including third-person omniscient narrator, and its relation to the novel's major themes in small group debate.
- 8. Construct a short narrative that replicates and/or experiments with the point of view/perspective in *Beloved* in the Memory Journal

Beloved - Toni Morrison

"Ain't I a Woman" - Sojourner Truth Narrative of the Life of Frederick Douglass - Frederick Douglass How to Read Literature Like a Professor - Thomas Foster "Nobel Prize Speech" - Toni Morrison "Black Matters" - Toni Morrison APUSH - Connect with the Civil War Unit to provide better understanding of slave experiences and providing

APUSH with perspectives and voices of those enslaved and those who escaped.

APUSH with benevolent masters

Grammar Theory: Diction, Syntax, and Punctuation usage and purpose in Speech & Composition

Spanish: Traditional and non-traditional roles of a mother across cultures

SL.9-10.1.C Propel conversations by			
posing and responding to questions that			
relate the current discussion to broader			
themes or larger ideas; actively			
incorporate others into the discussion;			
and clarify, verify, or challenge ideas and			
conclusions.			
SL.9-10.1.D Respond thoughtfully to			
diverse perspectives, summarize points of			
agreement and disagreement, and, when			
warranted, qualify or justify their own			
views and understanding and make new			
connections in light of the evidence and			
reasoning presented.			
W.9-10.3 Write narratives to develop real			
or imagined experiences or events using			
effective technique, well-chosen details,			
and well-structured event sequences.			
<u>W.9-10.3.B</u> Use narrative techniques,			
such as dialogue, pacing, description, reflection, and multiple plot lines, to			
develop experiences, events, and/or			
characters.			
characters.			

Abbott Lawrence Academy 2018-2019 Curriculum Map:
Subject: Pre-AP English II Grade: 10
Unit 4 Poetry - Dickinson, Neruda, Frost, Plath, Others 6 Weeks

Essential Questions		*How do sound and form impact a poem's meaning?				
2000111111 QUE0110110		*What strategies can readers use to increase comprehension and appreciation of poetry?				
		*How do works of art capture the essence of a society?				
			escribe Dickinson's style?			
		*How do the circumstan	nces of Dickinson's life influence her work?			
			n's style and word choice affect the purpose			
		How does Emily Dickinson perceive herself as a poet, especially as reflected in her correspondences with Thomas Wentworth Higginson				
		and Susan Huntington Gilbert Dickinson?				
			perception manifest itself in her poetry?			
		*How can writing and d	iscussing our own poems enhance our expe	erience of reading and studying poetry	in general?	
Learning Objectives for	Unit	*Make inferences and de	etermine the central meaning of a poem.			
			estions in response to poem.			
		*Identify patterns in terms of sound, form, and ideas/content within a poem.				
		*Analyze how the writer's choices contribute to the poem's overall meaning.				
		*Juxtapose the different methods Dickinson explores similar subject matter.				
		*Respond to and mimic Emily Dickinson's style and characteristic poetic elements.				
			ramatic reading of a Dickinson poem.			
Performance tasks: Form	native and Summative	Poetic Terminology Qui				
		Poetry Annotation Quiz				
		Poetry Reading Notes/Binder Check				
		Dickinson Poem Memorization and Analysis Presentation				
		Dickinson Poetry Analysis Project				
		Dickinson-Inspired Poetry Chapbook				
CC Standards/	Language Objectives	Academic	Content Objectives	Texts and	Cross-Content	
Lawrence Standards		Language		Supplemental	Connections	
				Learnings		

RL_9-10.2Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL_9-10.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., parallel plots), and create such effects as mystery, tension, or surprise. RL_9-10.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United I. Make inferences and determine the central meaning of a poem through close analysis in short written meaning of a poem through close analysis in short written reflections and annotations. 2. While annotations a poem, develop inferential questions in response to poem and share them in class Caesura Dashes I. Make inferences and determine the central meaning of a poem through close analysis. 2. Develop inferential questions in response to poem. Society: "There's a certain Slant of light" "There's a certain Slant of light" "The Soul selects her own Society or usage and purpose in Special Syntax, and Punctuation usage and purpose in Special Syntax usage and purp						
RL_9-112Determine a heme or central skeep of a text and analyze in ideal is a development over the course of the text, including bow it emerges and shuped are formed by specific details; provide an all femores and provide and a femore of by specific details; provide and a femore of by specific details; provide and a femore of the text, including bow it receives a text and send to specific details; provide and a femore of the text, and an analyze how an authorize a few forms and annotations and annotations and annotations and an amountable to the city or cultural sequence of the text of	CCSS.ELA-LITERACY.	SWBAT:	Tone	SWBAT:	Poetry by Emily Dickinson:	Connection to Feminism and
of a text and analyze in detail is development over the course of the ext, encluding how it emerges and is shaped and efficient such an anotations and an objective summary of the text. Calculage how the emerge and subject to the content of the co	RL-9-10.2Determine a theme or central idea	1 Make inferences and determine the	Mood	1 Make inferences and determine the		Transcendentalism in
development over the course of the text, including bow it emerges and is shaped and refined by specific details, provide and offended by specific details, provided and primary of the text. **RLJ-116.** Analyze how an author's choices conteming bow to structural axest, order events within at (see, parallel plate), and offended by specific sear of the conteming of words of instruction from ounside the Unification of the conteming of words of instruction from ounside the Unification of the conteming of words of instruction from ounside the Unification of the conteming of words of instruction from ounside the Unification of the conteming of words of instruction of the conteming of words and phrases as they are used in a text, color of the conteming of words and phrases as they are used in a text, color of the content						
Including bow it emerges and is shaped and refined by specific dealsy provide a real policy free summary of the text. ILB_9.15 Analyse how an author's choices concerning bow to structure a text, order events within a lege, partial ploss), and manipulate time (e.g., partial ploss), and the servent of the poem's overall meaning of words and phrases as they are used in the ext, including figurative, connotative, and engage evolve it sets a formal a poem and analyse how the plantage of poetic styles and explore poetic elements in depth. ILB_9.10.4 Determine the meaning of words and phrases as they are used in the ext, including figurative, connotative, and effections and annotations and phrases as they are used in a text, and-duffing figurative, connotative, and technical meanings analyse the cumulative impact of specific word choices on meaning and tone (e.g., how the language evolve it are form the choiced are contained and the collections of a next period of postice styles and explore poetic elements in depth. ILB_9.10.5 Analyse are developed and refined by particular sentence, paragraphs, or large protons of a text (e.g., a section or almost point of view or purpose. In a text and analyse how an author seeks fetoric to alwane to the point of view or purpose. ILB_9.10.5 Analyse are developed and refined by particular sentence analyse			,		0	711 USI 1
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L.9-10.3 Apply knowledge of language to						
understand how language functions in						
different contexts, to make effective choices						
for meaning or style, and to comprehend						
more fully when reading or listening.						
SL.9-10.5 Make strategic use of digital						
media (e.g., textual, graphical, audio, visual,						
and interactive elements) in presentations to						
enhance understanding of findings,	, 1					
reasoning, and evidence and to add interest.						
SL_9-10.6 Adapt speech to a variety of	SL.9-10.6 Adapt speech to a variety of					
contexts and tasks, demonstrating	contexts and tasks, demonstrating					

command of formal English when indicated			
command of formal English when indicated or appropriate. W.9-10.3.C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. W.9-10.3.D Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.			
W.9-10.3.C Use a variety of techniques to			
sequence events so that they build on one			
another to create a coherent whole.			
W.9-10.3.D Use precise words and phrases,			
telling details, and sensory language to			
convey a vivid picture of the experiences,			
events, setting, and/or characters.			
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Abbott Lawrence Academy 2018-2019 Curriculum Map:

Subject: Pre-AP English II Grade: 10

Unit 5 The Grapes of Wrath 7 Weeks

Essential Questions	*The story of the Joads is told chronologically; however, between these narrative chapters there are inter-chapters, which are usually short
Essential Questions	sketches of economic and social history that provide great insight into the story. Analyze the importance of these inter-chapters and
	comment on how they provide a lens for the chapters that follow.
	*In 1962 John Steinbeck won the Nobel Prize for Literature; he was honored for showing sympathy for "the oppressed, the misfits, the
	distressed." In addition, readers appreciated his portrayal of characters living on a purely animal level moved by forces they can hardly
	understand or control but striving towards wisdom and retaining a measure of dignity. How does The Grapes of Wrath exemplify these
	principles and ideas?
	*How does Steinbeck exemplify the following values throughout the story?an appreciation for our common humanitythe need to
	work together to achieve a common goalthe need for compassion and injustice for the oppressedthe importance of avoiding
	stereotypes and labelsthe need to share what we have with others, especially the poorthe importance of commitment to our beliefsa
	respect for our religious heritage and that of othersthe realization that change is part of the human conditionthe importance of caring
	about the earth and our environmentan understanding of the role of technology in society
T 1 011 1 0 TT 1	1. Analyze and synthesize information from different sources about the free market, making connections and showing relationships to
Learning Objectives for Unit	other texts, ideas, and subjects and to the world at large in a timed in class essay.
	2. Analyze Steinbeck's use of sensory details to depict the events of the Dust Bowl through small group and full class discussion.
	3. Decode and examine a visual image to interpret a story behind it in a written journal entry.
	4. Assess how the novel serves as a critical commentary on the plight of the farmers impacted by the Great Depression and the American
	Dust Bowl through small group and full class discussion.
	5. Evaluate the impact the diction, syntax, and different narrative styles have on the reader in reading notes and class discussion.
	6. Trace the depiction of changing family structures in the novel in reading notes and class discussion.
	7. Analyze how the novel complicates traditional notions of gender in class discussion/Socratic Seminar
	8. Critique the relationship between the novel's narrative chapters and its alternating inter-chapters and argue for the purpose and
	effectiveness of the inter-chapters in small group debate.
	9. Compare and contrast different perspectives on religion presented by the novel in class discussion/Socratic Seminar
Performance tasks: Formative and Summative	Reading Quizzes
	Ch. 1-14 Reading Notes/Binder Check
	Rhetorical Analysis Responses Ch. 7
	• Ch. 15
	• Ch. 23
	Socratic Seminar
	 The heroes of The Grapes of Wrath are on the bottom of the social ladder; their language and behavior is often coarse or vile. What was Steinbeck's
	purpose in portraying people such as these? What would be the effect on readers if the Joads spoke and acted in more "proper" ways?
	 What is the effect of the "intercalary" chapters that come between the narrative about the Joads? How would the elimination of those chapters
	affect the meaning and impact of the novel?
	 Socioeconomic views in the novel seem to be based on ideas of Marx and Lenin and other socialist thinkers. Yet, the novel also seems to advocate "the American Dream," the principle of democracy, the pioneer spirit of endurance, the will to forge ahead and succeed. How do you
	reconcile these two views? What point does Steinbeck seem to be making to Americans of all socioeconomic groups?
	The political implications of this novel have been strongly attacked. In what ways is the novel a criticism of capitalism? Does the novel advocate
	communism or socialism? Defend your opinions with evidence from the novel.
	If you had been an owner of a large California farm in 1939, how would you have felt about people like the Joads? As the owner of that farm,
	how might this novel have changed your feelings?

		in doing that to yo AP Language Synthesis Ess Throughout the n ultimately, is com synthesizes at leas moral character. Source A (Jagdish (Michael Novak),	o his editor about this novel: "I've done my damndest bu? If so, how did he accomplish it? If not, why weren say ovel, Steinbeck presents an indictment of a capitalist s plicit in their murder. Read the following sources (inc t three of the sources for support, take a position that Bhagwati), Source B (John Gray), Source C (Garry K. Source G (Bernard-Henri Lévy), Source H (Kay S. Hy Source L (John C. Bogle), Source M (Rick Santorum)	e't you affected in that way? system that allows people to starve, explouding any introductory information) car defends, challenges, or qualifies the clair asparov), Source D (Qinglian He), Source mowitz), Source I (Tyler Cowen), Source	oits them mercilessly and, refully. Then, in an essay that m that the free market corrodes the E (Michael Walzer), Source F
CC Standards/	Language Objectives	Academic	Content Objectives	Texts and	Cross-Content
Lawrence Standards		Language		Supplemental	Connections
				Learnings	

CCSS.ELA-LITERACY. SWBAT: The Dust Bowl SWBAT: The Grapes of Wrath - John APUSH - Capitalism, The RL.9-10.1 Cite strong and thorough 1. In a timed essay, Analyze and The Great Depression 1. Analyze and synthesize information Steinbeck Great Depression, The textual evidence to support analysis of synthesize information from different Limited-Omniscientfrom different sources about the free Dust Bowl what the text says explicitly as well as sources about the free market, making Narrator market, making connections and showing "The Dust Bowl" inferences drawn from the text. connections and showing relationships to Symbol relationships to other texts, ideas, and Documentary - PBS Speech and Comp -RL.9-10.2 Determine a theme or central other texts, ideas, and subjects and to the Theme subjects and to the world at large in a "I am the People, the Mob" connect with the election idea of a text and analyze in detail its world at large. Bemused timed in class essay. Carl Sandburg debates and republican development over the course of the text, Listless 2. Analyze Steinbeck's use of sensory Various Images of the Dust ideals of free market and including how it emerges and is shaped 2. Explain in small groups how and refined by specific details; provide an Steinbeck's use of sensory details to Insinuation details to depict the events of the Dust Bowl capitalism objective summary of the text. depict the events of the Dust Bowl. Judiciously Bowl through small group and full class "Does the Free Market RL.9-10.3Analyze how complex characters 3. Look at at a visual image and write a Corrode Moral Character" Piqued discussion. (e.g., those with multiple or conflicting short interpretation of a story behind it. Zenith 3. Decode and examine a visual image to Essays - The Templeton motivations) develop over the course of a 4. Ask and answer questions as to how swale interpret a story behind it in a written Foundation text, interact with other characters, and the novel serves as a critical commentary Declivity iournal entry. advance the plot or develop the theme. RL.9-10.4 Determine the meaning of on the plight of the farmers impacted by 4. Assess how the novel serves as a critical shoatwords and phrases as they are used in the the Great Depression and the American parapet commentary on the plight of the farmers text, including figurative and connotative Dust Bowl. impacted by the Great Depression and the Ravenously meanings; analyze the cumulative impact 5. State and justify your opinions of American Dust Bowl through small group petulant of specific word choices on meaning and where the diction, syntax, and different Truculently and full class discussion. tone (e.g., how the language evokes a narrative styles impact the reader. Citadel 5. Evaluate the impact the diction, syntax, sense of time and place; how it sets a 6. Locate specific examples from the text Veneration and different narrative styles have on the formal or informal tone). RL,9-10.5 Analyze how an author's that depicts changing family structures. reader in reading notes and class Rakishly choices concerning how to structure a 7. Discuss in small and large groups how discussion. Imperturbability text, order events within it (e.g., parallel the novel complicates traditional notions inveterate 6. Trace the depiction of changing family plots), and manipulate time (e.g., pacing, structures in the novel in reading notes of gender. voluptuous flashbacks) create such effects as mystery, Fatuouslyand class discussion. 8. Listen to and present arguments tension, or surprise. regarding the relationships between the restiveness 7. Analyze how the novel complicates RL.9-10.6 Analyze a particular point of view or cultural experience reflected in a novel's narrative chapters and its Vivaciousness traditional notions of gender in class work of literature from outside the United alternating inter-chapters and argue for Languid discussion/Socratic Seminar. States, drawing on a wide reading of world the purpose and effectiveness of the vagrants 8. Critique the relationship between the literature. inter-chapters. Morosely novel's narrative chapters and its RL.9-10.9 Analyze how an author draws 9. Discuss the similar and different querulously alternating inter-chapters and argue for the on and transforms source material in a purpose and effectiveness of the interperspectives on religion presented by the accoutrements specific work (e.g., how Shakespeare treats novel. feral chapters in small group debate. a theme or topic from Ovid or the Bible 9. Compare and contrast different or how a later author draws on a play by slovenly Shakespeare). agrarian perspectives on religion presented by the RI.9-10.5 Analyze in detail how an novel in class discussion/Socratic Seminar. contrite author's ideas or claims are developed and contemptuous refined by particular sentences, denunciation paragraphs, or larger portions of a text vigilantes (e.g., a section or chapter). obscure RI.9-10.6 Determine an author's point of patina view or purpose in a text and analyze how an author uses rhetoric to advance that cynically point of view or purpose. docile SL.9-10.1 Initiate and participate pinioned effectively in a range of collaborative pall discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. SL.9-10.1.C Propel conversations by

posing and responding to questions that

relate the current discussion to broader			
themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.			
others into the discussion; and clarify,			
verify, or challenge ideas and conclusions.			
SL.9-10.1.D Respond thoughtfully to			
SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of			
agreement and disagreement and when			
warranted qualify or justify their own			
agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and			
connections in light of the evidence and			
reasoning presented.			
reasoning presented.			
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Abbott Lawrence Academy 2018-2019 Curriculum Map: Subject: Pre-AP English II Grade: 10

Unit 6 Satire 6 Weeks

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Essential	Questions
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Learning Objectives fo	r Unit	*How could satire inspire social reform? *What are the purposes and functions of satirical techniques? *How does Huck Finn qualify as a satire? *Differentiate the purposes and effects of the types of satirical strategies. *Interpret direct and indirect arguments made through satire. *Identify and explain the context and exigence for a satirical argument. *Defend the quality and effectiveness of an author's satirical technique throughout a work.				
		*Create an effective piece of satire that draws attention to an important issue or inspires social reform. *Evaluate their own original works of satire.				
Performance tasks: For	mative and Summative	Satirical Technique Quizze Reading Notes/Binder Che Satire Journal/Rhetorical P Satire Creation Project & R AP Language - Satire/Rhet 2009 Test: The	eck recis eflection Essay			
CC Standards/ Lawrence Standards	Language Objectives	Academic Language	Content Objectives	Texts and Supplemental Learnings	Cross-Content Connections	

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CCSS.ELA-LITERACY.	SWBAT:	Exaggeration	SWBAT:	Ch. 1-2 of The Adventures of	UPUSH/Government -
RL.9-10.1 Cite strong and thorough	While reading satirical essays and	Reversal	Differentiate the purposes and effects	Huckleberry Finn - Mark Twain	Political Cartoons
textual evidence to support analysis of	viewing satirical images, differentiate the	Incongruity	of the types of satirical strategies in written		
what the text says explicitly as well as	purposes and effects of the types of	Parody	and visual arguments.	"The Damned Human Race" -	Speech & Composition -
inferences drawn from the text.	satirical strategies in reading notes.	Humor	Interpret the direct and indirect	Mark Twain	Non-Examples for Resumes
RL.9-10.2 Determine a theme or central					Non-Examples for Resumes
idea of a text and analyze in detail its	2. After interacting with a written or	Wit	arguments made through satire in written	"A Modest Proposal" Jonathan	
development over the course of the text,	visual piece of satire, interpret the direct	Satire	and visual arguments.	Swift	APUSH - Soviet Union and
including how it emerges and is shaped	and indirect arguments made by the	Sarcasm	3. Research and explain how the historical,	The Butter Battle Book - Dr.	Animal Farm
and refined by specific details; provide an	author in paired class discussion.	Invective	social, and cultural context provides the	Seuss	
objective summary of the text.	3. Research and explain how the	Irony	exigence for a satirical argument.	Excerpts from The Onion, The	
RL.9-10.4 Determine the meaning of	historical, social, and cultural context	Cynicism	4. Defend the quality and effectiveness of	Satirist, The Borowitz Report,	
words and phrases as they are used in the	provides the exigence for a satirical	Sardonic	an author's satirical technique throughout	Reductress	
text, including figurative and connotative			1 0	Reductiess	
meanings; analyze the cumulative impact	argument in short written responses.	Direct/Indirect Satire	a work.		
of specific word choices on meaning and	4. Defend the quality and effectiveness of	Horatian	5. Argue to draw attention to an		
tone (e.g., how the language evokes a	an author's satirical technique throughout	Juvenalian	important issue or inspire social reform		
sense of time and place; how it sets a	a work in short written responses and	Travesty	through appropriate rhetorical techniques.		
formal or informal tone).	class discussion.	Burlesque	6. Evaluate the purposes and functions of		
RL.9-10.6 Analyze a particular point of	Argue to draw attention to an	Farce	the rhetorical devices in their own original		
view or cultural experience reflected in a	important issue or inspire social reform	Malapropism	works of satire.		
work of literature from outside the United		Maiapropisiii	works of saure.		
States, drawing on a wide reading of	through appropriate rhetorical techniques				
world literature.	in an original visual, written, or oral				
RI.9-10.5 Analyze in detail how an	projects.				
author's ideas or claims are developed and	6. In a formal written reflection response,				
refined by particular sentences,	evaluate the purposes and functions of				
paragraphs, or larger portions of a text	the rhetorical devices in their own				
(e.g., a section or chapter).	original works of satire.				
RI.9-10.6 Determine an author's point of	original works of saute.				
view or purpose in a text and analyze how					
an author uses rhetoric to advance that					
point of view or purpose.					
SL.9-10.1 Initiate and participate					
effectively in a range of collaborative					
discussions (one-on-one, in groups, and					
teacher-led) with diverse partners on					
grades 9-10 topics, texts, and issues,					
building on others' ideas and expressing					
their own clearly and persuasively.					
SL.9-10.1.C Propel conversations by					
posing and responding to questions that					
relate the current discussion to broader					
themes or larger ideas; actively					
incorporate others into the discussion;					
and clarify, verify, or challenge ideas and					
conclusions.					
SL.9-10.1.D Respond thoughtfully to					
diverse perspectives, summarize points of					
agreement and disagreement, and, when					
warranted, qualify or justify their own					
views and understanding and make new					
connections in light of the evidence and					
reasoning presented.					
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