

	Essential Questions	Content	Skills	Assessments
Q1	<p>Literature and Writing:</p> <p>How is identity shaped by environment?</p> <p>What roles does setting play in the lives of both fictional characters and individuals in modern society?</p> <p>Does society shape a person or do people shape society?</p> <p>Do individuals control groups or do groups control individuals?</p> <p>How do fear and desire for acceptance influence human behavior?</p> <p>How do authors portray messages about society and how human nature plays an important role in societal struggles?</p> <p>What is an individual's place in society?</p> <p>What makes an individual powerful?</p> <p>How do characters challenge pre-existing societies?</p>	<p>Literature and Writing:</p> <p><u>The Chocolate War</u></p> <p><u>Introduction Activity. Identity and Peer Pressure</u></p> <p><u>Non-conformity Article. Jesse's Story</u></p> <p><u>Non-conformity Article. Tatoos</u></p> <p><u>ICE Method with Chocolate War Example</u></p> <p><u>Lord of the Flies</u></p> <p><u>AP Reading Passage CH 3. Jack Hunting Questions and Answers Explained</u></p> <p><u>AP Reading Comp Passage. CH 3. Ralph and Jack Questions and Answers Explained</u></p> <p><u>Mob Mentality Article. Questions. Response</u></p> <p><u>Mini Q: The Beast</u></p>	<p>Literature and Writing:</p> <p>Make inferences while reading</p> <p>Identify themes and how they relate to the plot of the story and to real world events</p> <p>Evaluate literature based on the setting and background (society)</p> <p>Determine parallels between the fictional society of boys in <u>Lord of the Flies</u> and the real world</p> <p>Recognize how human nature plays an important role in societal struggles</p> <p>Identify and understand the allegorical nature of literature selections</p> <p>Use evidence from selected literature to defend ideas and present arguments both verbally and in writing</p> <p>Identify various literary elements, techniques and rhetorical devices used in selected novels, non fiction article and other companion pieces</p> <p>Write analytically with an emphasis on character, symbol and theme</p>	<p>Literature and Writing:</p> <p>Summer Reading Test <u>Chocolate War Test</u></p> <p>Character charts/Character analysis</p> <p>Guided class discussions</p> <p>Socratic seminars</p> <p>Share higher level class discussions which relate the themes and situations to students' own lives and the modern world</p> <p>Small group discussions on current social issues and how they relate to social issues presented in the literature</p> <p>Reading logs, quick writes, journals <u>Journals and Quickwrites</u></p> <p>Teacher created quizzes and tests on plot, literary elements, theme, class discussions, etc. that should include but are not limited to</p>

	<p>How do both the fictional characters and individuals in society abuse power?</p>	<p>Mini Qs can also be found in 10th Grade Curriculum 2015 Share Drive</p> <p>Vocabulary:</p> <p>Semester 1 Vocabulary list (complete 1-15)</p> <p>Semester 1 Latin Roots</p>	<p>Analyze and identify important information pertaining to central ideas</p> <p>Organize ideas and notes into clear outlines/charts</p> <p>Develop a thesis statement and use textual information for support quotes and passages from selected literature in an essay</p> <p>Find and use key quotes and passages from selected literature in essays</p> <p>Utilize the “ICE(E)” method to analyze important quotes</p> <p>Embed quotes properly Embedding Exercise</p> <p>Vocabulary:</p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Learn, use and identify Latin and Greek roots in English language</p>	<p>short answer and essay responses</p> <p>Essays incorporating the key skills involved in writing Regents style responses</p> <p>Offer time and assistance for revision work, focusing on one or two elements for revision</p> <p>Regents Tasks</p> <p>Annotated Sample</p> <p>Task III. Animal Imagery</p> <p>Vocabulary:</p> <p>Teacher generated tests and quizzes</p> <p>Implementation of vocabulary/roots in written assignments and discussion</p> <p>Retention Test</p>
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U2	Literature and Writing:	Literature and Writing:	Literature and Writing:	Literature and Writing:
	<p>Why do people behave the way they do? What motivates them?</p> <p>How do the decisions and actions of people reveal their personalities?</p> <p>How are our perceptions of ourselves affected by outside influences?</p> <p>Who is most vulnerable to manipulation and why?</p> <p>How can circumstances and conditions help determine what matters most in life?</p> <p>To what extent does power (or the lack of power) affect individuals and/or relationships?</p> <p>How can a lust for power lead to a loss of humanity?</p> <p>How can a person's decisions and actions change his/her life?</p> <p>How do we deal with conflicting elements within our personalities? How do characters achieve an important understanding about both life and themselves?</p>	<p><u>Macbeth</u></p> <p>Macbeth: Outside influences. Passage to passage comparison</p> <p>Jim Jones: Manipulation Article and Jigsaw Activity</p> <p>AP Reading Comp Passage 2 or 3 Questions and Answers Explained can be found in AP book</p> <p>Mini Q: Who's in Control</p>	<p>Make inferences while reading</p> <p>Identify themes and how they relate to the plot of the story and to real world events</p> <p>Evaluate literature based on the setting and background (society)</p> <p>Use evidence from selected literature to defend ideas and present arguments both verbally and in writing</p> <p>Track character development</p> <p>Identify dramatic elements such as act, scene, aside, soliloquy</p> <p>Decipher Shakespearean language</p> <p>Identify various literary elements, techniques and rhetorical devices used in selected novels, non-fiction articles and other companion pieces</p> <p>Analyze and identify important information pertaining to central ideas</p> <p>Organize ideas and notes into clear outlines/charts</p>	<p>Character charts/Character analysis</p> <p>Guided class discussions</p> <p>Socratic seminars</p> <p>Reading logs, quick writes, journals Journals and Quickwrites</p> <p>Share higher level discussions which relate the themes to the students' own lives and the modern world</p> <p>Small group discussions on current social issues and how they relate to social issues presented in the literature</p> <p>Writing from the perspective of key characters, or historical and/or cultural contexts</p> <p>Teacher created quizzes and tests on plot, literary elements, theme, class discussions, etc. that should include but are not limited to</p>

		<p>Vocabulary:</p> <p>Semester 1 Vocabulary list (complete 16-30)</p> <p>Semester 1 Latin Roots</p>	<p>Develop a thesis statement and use textual information for support</p> <p>Find and use key quotes and passages from selected literature in essays</p> <p>Utilize the “ICE(E)” method to analyze important quotes</p> <p>Embed quotes properly</p> <p>Vocabulary:</p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Learn, use and identify Latin and Greek roots in English language</p>	<p>short answer and essay responses</p> <p>Essays incorporating the key skills involved in writing Regents style responses</p> <p>Offer time and assistance for revision work, focusing on one or two elements for revision</p> <p>Regents Tasks</p> <p>Annotated Sample August 2014 August 2015</p> <p>Vocabulary:</p> <p>Teacher generated tests and quizzes</p> <p>Implementation of vocabulary/roots in written assignments and discussion</p>
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U3	<p>Literature and Writing:</p>	<p>Literature and Writing:</p>	<p>Literature and Writing:</p>	<p>Literature and Writing:</p>
	<p>In a society that forces conformity, how does one maintain individuality?</p> <p>How does society influence our identity and the choices we make?</p> <p>What power do words have over an individual/group?</p> <p>What is community? How are decisions made about who belongs and who is excluded?</p> <p>What choices do people make in the face of injustice?</p> <p>How is genocide and other acts of mass violence humanly possible?</p> <p>What choices do people make that allow collective violence to happen?</p> <p>Who decides how laws or rules are applied? How can we ensure that laws and rules are applied to everyone in the same way?</p>	<p><u>The Book Thief</u></p> <p><u>Brief History of Hitler. Article</u></p> <p><u>What was Dachau. Article</u></p> <p><u>A Day in a Concentration Camp. Article</u></p> <p><u>Hitler's Persuasion Tactics. Part 5</u></p> <p><u>Holocaust Survivor Story. Jigsaw</u></p> <p><u>What is Propaganda? Slideshow</u></p> <p><u>Nazi Propaganda. Article</u></p> <p><u>Nazi Propaganda. Slides</u></p> <p><u>Upstanders and Bystanders. Article</u></p>	<p>Make inferences while reading</p> <p>Identify themes and how they relate to the plot of the story and to real world events</p> <p>Evaluate literature based on the setting and background (society)</p> <p>Recognize how human nature plays an important role in societal struggles</p> <p>Use evidence from selected literature to defend ideas and present arguments both verbally and in writing</p> <p>Identify various literary elements, techniques and rhetorical devices used in selected novels, non-fiction articles and other companion pieces</p> <p>Analyze and identify important information pertaining to central ideas</p> <p>Organize ideas and notes into clear outlines/charts</p> <p>Find and use key quotes and passages from selected literature in essays</p> <p>Utilize the "ICE(E)" method to analyze important quotes</p>	<p>Character charts/Character analysis</p> <p>Guided class discussions</p> <p>Socratic seminars</p> <p>Share higher level class discussions which relate the themes and situations to students' own lives and the modern world</p> <p>Small group discussions on current social issues and how they relate to social issues presented in the literature</p> <p>Reading logs, quick writes, journals <u>Journals and Quickwrites</u></p> <p>Teacher created quizzes and tests on plot, literary elements, theme, class discussions, etc. that should include but are not limited to short answer and essay responses</p> <p><u>Part 8. Propaganda Quick ICE</u></p>

	<p>What is justice? How can it be achieved?</p> <p>How can individuals and societies remember and commemorate difficult histories? What is the purpose of remembering? What are the consequences for forgetting?</p> <p>Why do some people standby during times of injustice while others try to do something to stop or prevent injustice?</p> <p>Under what conditions are most people likely to feel more responsible for helping others? What factors reduce feelings of personal responsibility?</p> <p>What obstacles keep individuals from getting involved in their communities and larger world? What factors encourage participation?</p>	<p>Research Paper:</p> <p>Leadership styles and achievements</p>	<p>Embed quotes properly</p> <p>Research Paper:</p> <p>Examine seed texts to spark interest</p> <p>Engage in small group discussions of various topics</p> <p>Assess sources for readability, validity and relevance</p> <p>Devise questions for further study</p> <p>Allow inquiry to drive research</p> <p>Organize evidence based claims</p>	<p>Part 10. Unconditional Love Quick ICE</p> <p>Essays incorporating the key skills involved in writing Regents style responses</p> <p>Offer time and assistance for revision work, focusing on one or two elements for revision</p> <p>Regents Tasks: Part 8. Regents Practice Task III Annotated Sample August 2014 August 2015</p> <p>Research Paper:</p> <p>Teacher created formal and informal assessments through the process</p> <p>Meet with peers and teacher to conference</p> <p>Complete various organizers</p> <p>Compose final paper</p>
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<p>U4</p>	<p>Literature and Writing:</p> <p>How is a person’s individuality controlled by the environment?</p> <p>What is the relationship between literacy and power?</p> <p>Is it possible to have democracy if all constituents do not have access to education?</p> <p>How do some gain power over others? What enables them to succeed?</p> <p>What is the relationship between propaganda and power?</p> <p>Why does propaganda work?</p> <p>Are utopias possible?</p>	<p>Literature and Writing:</p> <p><u>Animal Farm</u></p> <p><u>Examining Rhetoric in MLK's and Old Major's Speeches</u></p> <p><u>Comparative Analysis. Beasts of England vs Comrade Napoleon</u> (Texts only)</p> <p><u>Comparative Analysis. Beasts of England vs Comrade Napoleon</u> (Response Chart)</p> <p>AP Reading Comp Passage 5 or 6 Questions and Answers Explained can be found in AP book</p> <p><u>Mini Q: How Does Napoleon Stay in Charge?</u></p>	<p>Literature and Writing:</p> <p>Make inferences while reading</p> <p>Identify themes and how they relate to the plot of the story and to real world events</p> <p>Evaluate literature based on the setting and background (society)</p> <p>Recognize how human nature plays an important role in societal struggles</p> <p>Use evidence from selected literature to defend ideas and present arguments both verbally and in writing</p> <p>Identify various literary elements, techniques and rhetorical devices used in selected novels, non-fiction articles and other companion pieces</p> <p>Analyze and identify important information pertaining to central ideas</p> <p>Organize ideas and notes into clear outlines/charts</p> <p>Find and use key quotes and passages from selected literature in essays</p> <p>Utilize the “ICE(E)” method to analyze important quotes</p>	<p>Literature and Writing:</p> <p>Character charts/Character analysis</p> <p>Guided class discussions</p> <p>Socratic seminars</p> <p>Share higher level class discussions which relate the themes and situations to students’ own lives and the modern world</p> <p>Small group discussions on current social issues and how they relate to social issues presented in the literature</p> <p>Teacher created quizzes and tests on plot, literary elements, theme, class discussions, etc. that should include but are not limited to short answer and essay responses</p> <p>Reading logs, quick writes, journals <u>Journals and Quickwrites</u></p>
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		<p>Research Paper:</p> <p>Leadership styles and achievements</p>	<p>Embed quotes properly</p> <p>Research Paper:</p> <p>Examine seed texts to spark interest</p> <p>Engage in small group discussions of various topics</p> <p>Assess sources for readability, validity and relevance</p> <p>Devise questions for further study</p> <p>Allow inquiry to drive research</p> <p>Organize evidence based claims</p> <p>Apply MLA style when composing the paper</p>	<p>Essays incorporating the key skills involved in writing Regents style responses</p> <p>Offer time and assistance for revision work, focusing on one or two elements for revision</p> <p><i>Regents Tasks:</i></p> <p>August 2014 August 2015</p> <p>Research Paper:</p> <p>Teacher created formal and informal assessments through the process</p> <p>Meet with peers and teacher to conference</p> <p>Complete various organizers</p> <p>Compose final paper</p>
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		<p>Vocabulary:</p> <p>Semester 2 Vocabulary List (complete 16-30)</p> <p>Grammar and Usage:</p> <p>Continue to master learned grammar and usage</p>	<p>Create a works cited or works consulted page</p> <p>Vocabulary:</p> <p>Define, explain and use each assigned word in proper context in discussion and writing</p> <p>Determine definitions through context clues and identify vocabulary in text</p> <p>Grammar and Usage:</p> <p>Incorporate learned grammar and usage in order to create fluidity and style in written expression</p>	<p>Vocabulary:</p> <p>Teacher generated tests and quizzes</p> <p>Implementation of vocabulary/roots in written assignments and discussion</p> <p>Grammar and Usage:</p> <p>Teacher generated tests and quizzes</p> <p>Implementation of grammar in written assignments</p>
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