

## Course Map Example - English

COURSE TITLE:				
	UNIT 1	UNIT 2	UNIT 3	UNIT 4
UNIT TITLE	English 10 Unit 1: Author's Craft in Classic Literature	English 10 Unit 2: Argumentative Writing in Literature and the Real World	English 10 Unit 3: Research in War Literature	English 10 Unit 4: Research and Passion Project
LENGTH OF UNIT	1 quarter	1 quarter	1 quarter	1 quarter
ESSENTIAL QUESTION(S)	How do the components of a text work together to create purpose?  How can we use our knowledge of language to communicate effectively with others?	How does a writer effectively develop a claim?  What connections exist between texts?  How can active participation in discussion help to deepen understanding of content?	What constitutes a sophisticated analysis of text?  What are the connections between text, context and subtext?	How does the audience determine the rhetorical strategies used in delivery of a message?  What is active listening?  How does demeanor affect delivery of a message?
STANDARDS	<b>RL.10.4</b> 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	<b>RL.10.7</b> Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of	<b>RL.10.3</b> Analyze 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.	<b>RI.10.9-</b> Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and

	<p>time and place; how it sets a formal or informal tone).</p> <p><b>RL.10.9</b> 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).</p> <p><b>RI.10.6</b> 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.</p> <p><b>W.10.1</b> Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p><b>W.10.2b</b> Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the</p>	<p>Icarus).</p> <p><b>RI.10.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b>RI.10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</p> <p><b>W.10.1c</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons</p>	<p><b>RI.10.8</b> Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning</p> <p><b>W.10.2d</b> Use precise language and domain-specific vocabulary to manage the complexity of the topic</p> <p><b>W.10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><b>W.10.2f</b> Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>concepts.</p> <p><b>W.10.1c-</b> Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p><b>W.10.1d-</b> Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>W.10.2a-</b> Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b>W.10.2c-</b> Use appropriate and varied transitions to link</p>
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	<p>audience's knowledge of the topic.</p> <p><b>SL.10.1</b> 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.</p> <p><b>L.10.4c</b> Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation <u>of a</u> word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>	<p>and evidence, and between claim(s) and counterclaims.</p> <p><b>W.10.2</b> 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.</p> <p><b>W.10.7</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>SL.10.3</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.</p>	<p><b>SL.10.1d</b> 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.</p> <p><b>L.10.1a</b> Use parallel structure.*</p> <p><b>L.10.5b</b> Analyze nuances in the meaning of words with similar denotations.</p> <p><b>L.10.6</b> Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when</p>	<p>the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b>W.10.4-</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>SL.10.1c-</b> 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.</p> <p><b>SL.10.4-</b> Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are</p>
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CONCEPTS	<ul style="list-style-type: none"> <li>• The differences between figurative, connotative and technical meanings</li> <li>• The impact of word choice on the texts under study</li> <li>• How to introduce claims and find supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>• What valid reasons are</li> <li>• How specific word choices impact tone</li> <li>• That medium affects the representation of a subject</li> </ul>	<ul style="list-style-type: none"> <li>• The difference between speaker and author</li> <li>• Reliability of speaker/narrator</li> <li>• What primary and secondary sources are</li> <li>• What makes a source valid</li> </ul>	<ul style="list-style-type: none"> <li>• The definition of rhetoric and how it applies to seminal U.S. documents</li> <li>• What rhetorical devices are</li> <li>• What multiple genres are and how to choose the genre that best suits</li> </ul>

	<ul style="list-style-type: none"> <li>• How to distinguish between claims and counterclaims</li> <li>• Identify and maintain proper language based upon audience</li> <li>• How to set rules and roles for collegial discussions</li> <li>• How to make connections between text and theme</li> </ul>	<ul style="list-style-type: none"> <li>• What an effective written argument looks like</li> <li>• That connections exist between disparate sources</li> <li>• That discussion is an important component in clarifying, verifying or challenging claims</li> <li>• What formal style and objective tone are in writing</li> </ul>	<ul style="list-style-type: none"> <li>• What parallel structure is</li> <li>• How precision of language affects their argument</li> <li>• How to identify bias in writing</li> <li>• What makes an effective concluding statement</li> <li>• How to address points of disagreement within their arguments</li> <li>• The difference between text, context and subtext</li> </ul>	<p>purpose and audience</p> <ul style="list-style-type: none"> <li>• How to create cohesion in text</li> <li>• Relationships between topic and chosen delivery</li> <li>• How to choose appropriate style and tone for audience</li> <li>• How PVLEGS... Poise, Voice, Life, Eye Contact, Gesture, Speed.. contributes to an effective speech</li> <li>• What active listening is</li> </ul>
<b>SKILLS</b>	<ul style="list-style-type: none"> <li>• Determining the difference between figurative, connotative and technical meanings.</li> <li>• Analyzing how word choice is used to</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the impact of specific word choices on tone</li> <li>• Analyzing representation of subject in more than 1 medium</li> </ul>	<ul style="list-style-type: none"> <li>• Acquiring relevant sources</li> <li>• Evaluating the validity of sources</li> <li>• Making connections between text and context</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying rhetorical devices</li> <li>• Analyzing the effect of rhetorical devices</li> <li>• Choosing rhetorical devices to fit their own purpose and audience</li> </ul>

	<p>support author's purpose.</p> <ul style="list-style-type: none"> <li>• Introducing claims and counterclaims.</li> <li>• Identifying what appropriate support for claims and counterclaims looks like.</li> <li>• Initiating discussion on a topic.</li> <li>• Making deeper connections between text and theme/purpose.</li> <li>• Applying knowledge of language in order to communicate effectively for appropriate audience/purpose.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessing validity of reasoning</li> <li>• Assessing relevance of evidence in supporting a claim</li> <li>• Writing informational/explanatory texts</li> <li>• Developing an effective written argument</li> <li>• Identifying the relationships between claims and reasons</li> <li>• Synthesizing multiple sources</li> <li>• Using discussion in order to clarify, verify, and challenge their claims</li> <li>• Using and maintaining formal style and objective tone</li> </ul>	<ul style="list-style-type: none"> <li>• Analyzing the significance of context</li> <li>• Integrating sources into an argument</li> <li>• Creating a synthesized interplay between text and context</li> <li>• Choosing an appropriate method of presentation based on purpose and audience</li> <li>• Using research to clarify, verify and challenge their interpretations of a text</li> </ul>	<ul style="list-style-type: none"> <li>• Clarify their thesis by narrowing from a large topic to a specific focus</li> <li>• Demonstrate their understanding of rhetoric through the creation of a personal argument</li> <li>• Maintain focus and tone in delivery of a persuasive argument</li> <li>• In discussion, challenge peer's claims and qualify or justify their own claims</li> </ul>
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<p><b>PERFORMANCE TASK/SUMMATIVE</b></p>	<p>Author's Purpose Project: Students will present a purposeful, detailed project demonstrating their mastery of identifying the ways in which author's choices inside a text develop purpose and/or theme. Students should focus on:</p> <ul style="list-style-type: none"> <li>• Word choice and meaning</li> <li>• Imagery</li> <li>• Diction</li> <li>• Sentence structure</li> <li>• Literary devices</li> </ul>	<ul style="list-style-type: none"> <li>• Students will develop a claim in writing, with adequate and relevant support, that synthesizes themes and/or an understanding of writing strategies across a variety of texts. This piece is an extended piece of writing that will demonstrate multiple revisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Formal analysis of a single text based upon historical research, using primary and secondary sources</li> </ul>	<p>Considering a range of multi-genre options, students will create and deliver a persuasive argument for a specific audience. Students will work through the following steps:</p> <ul style="list-style-type: none"> <li>• Choose a topic of their choice</li> <li>• Choose an audience of their choice</li> <li>• Narrow their focus</li> <li>• Consider and choose the rhetorical devices that best suit purpose and audience</li> <li>• Choose the format for delivery of their message</li> <li>• Using rhetorical devices, persuade their chosen audience to accept their point of view</li> </ul>
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<b>VOCABULARY</b>	<ul style="list-style-type: none"> <li>• Assonance</li> <li>• Claim/counterclaim</li> <li>• Diction</li> <li>• Consonance</li> <li>• Simple, complex, compound, compound-complex sentences</li> <li>• Anaphora</li> <li>• Apostrophe</li> <li>• Connotation and Denotation</li> <li>• Paradox</li> <li>• Foil</li> </ul>	<ul style="list-style-type: none"> <li>• Rhetorical triangle</li> <li>Logos</li> <li>Pathos</li> <li>Ethos</li> <li>• Logical Fallacies</li> <li>• Slippery slope</li> <li>• <i>Ad Hoc</i></li> <li>• Red Herring,</li> <li>• Begging the Question</li> <li>• Circular Reasoning</li> <li>• <i>Ad Hominem</i></li> <li>• False Dilemma</li> <li>• Weak Argument,</li> <li>• <i>Ad Populum</i></li> <li>• Satire</li> <li>• Methods of Organizations (Point by Point and Block Method of Comparisons)</li> <li>• Paragraph Hook</li> <li>• Transitional Language</li> </ul>	<ul style="list-style-type: none"> <li>• Parallel Structure</li> <li>• C.R.A.A.P.</li> <li>Currency</li> <li>Relevance</li> <li>Authority</li> <li>Accuracy</li> <li>Purpose</li> <li>• Primary Source</li> <li>• Secondary Source</li> <li>• Speaker vs. Author</li> <li>• Text</li> <li>• Context</li> <li>• Subtext</li> <li>• MLA – Modern Language Association</li> </ul>	<ul style="list-style-type: none"> <li>• In media res</li> <li>• Delayed sentence</li> <li>• Hyperbole</li> <li>• Understatement</li> <li>• Litote</li> <li>• Parallelism</li> <li>• Appeals to authority, emotion, and logic</li> <li>• Anaphora</li> <li>• Colloquial language</li> <li>• Voice</li> <li>• Invective</li> </ul>
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