

**West Deptford Township Public Schools: English Curriculum Map based on 2010 NJ CCCS: Author: J. Mansor/P. Page
02/04/2012**

<i>Time Interval/ Content</i>	<i>Standards/ Strands</i>	<i>Essential Questions</i>	<i>Knowledge</i>	<i>Skills</i>	<i>Assessment</i>	<i>Resources</i>
<p>Unit I</p> <p>Reading Short Stories</p>	<p>LA.9-10.RL.CCR.1 LA.9-10.RL.CCR.2 LA.9-10.RL.CCR.5 LA.9-10.W.CCR.4. LA.9-10.W.CCR.5. LA.9-10.W.9-10.3.b LA.9-10.RL.9-10.3 LA.9-10.W.9-10.2</p>	<p>What characteristics make up and differentiate fiction from nonfiction literature?</p> <p>How can we utilize reading strategies for comprehension and meaning?</p>	<p>Elements of a short story</p> <p>Understanding and identifying the plot</p> <p>All genres can be used to present common themes</p> <p>Readers can write in response to the messages presented in literature in a variety of ways</p> <p>In fiction and drama, characters setting an plot lead to understanding the theme</p> <p>Nonfiction in the forms of essays, journals, letters, biographies and autobiographies present personal reactions in the form of a main ides consistent with many themes studied in fiction</p> <p>The different types of characterization</p>	<p>Analyze a text for theme and deeper meaning</p> <p>Understand the importance of literary terms</p> <p>Analyze the character traits</p> <p>Compose and distinguish amongst nonfiction, fiction, drama, and poetry as well as write descriptive, narrative, expository and persuasive essays.</p>	<p>Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses</p>	<p>IEP driven, self-selected, teacher-directed materials.</p>

<p>Unit II</p> <p>Mysteries, Suspense</p>	<p>LA.9-10.RL.9-10.3; LA.9-10.RL.9-10.4 LA.9-10.RL.CCR.1 LA.9-10.RL.9-10.2 LA.9-10.RL.9-10.4 LA.9-10.RL.CCR.5 LA.9-10.W.9-10.1.b LA.9-10.W.9-10.1.c LA.9-10.W.9-10.1.d</p>	<p>How do stories begin, build and unfold?</p> <p>What strategies do you use when you read?</p> <p>What techniques do you find that writers use to build suspense or hold a mystery?</p> <p>If you were to write a narrative or story of your own, what type would you most likely write (humorous, scary, sad, love, science-fiction, fantasy, or mystery)?</p>	<p>Create character maps/bio character maps</p> <p>Students will use quotes from the text in variety of writing assignments. Students will distinguish between a direct quote and dialogue.</p> <p>Students will revise, Edit, Re-write, or try a new approach when writing.</p> <p>Students will learn and understand how to use context clues to understand vocabulary.</p> <p>Students will recognize plot events.</p> <p>Students will understand the difference between internal and external conflicts.</p> <p>Students will know how to utilize reading strategies for fiction, non-fiction, poetry and drama.</p> <p>Students will be able to identify point of view.</p>	<p>Distinguish between a stated idea and an implied idea.</p> <p>Understand the purpose of a piece of writing.</p> <p>Learn how to be a better reader and utilize the strategies that best fits each individual.</p> <p>Learn how to hold the reader's interest so that they will be able to become not only clear story tellers but possible fictional writers.</p> <p>Understand how vocabulary influences tone and mood.</p> <p>Identify main ideas.</p> <p>Demonstrate in multiple modes their understanding of literature</p>	<p>Each student will create a unique project</p> <p>Illustrate four scenes from the novel, choose quotes to accompany each scene, and write about its importance.</p> <p>Write 5 journal entries from a character's perspective and design a unique journal cover for it.</p> <p>Create a PPT presentation</p> <p>Students will present their projects to the class and will evaluate each others' presentations.</p> <p>Research survival strategies</p> <p>Presentation of life lessons from characters in both novels</p>	<p>IEP driven, self-selected, teacher-directed materials.</p> <p>Edgar Allen Poe (retold versions)</p> <p>“Most Dangerous Game”</p> <p>Various Short stories</p>
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<p>Unit III The Power of Words</p>	<p>LA.9-10.RL.9-10.10 LA.9-10.RL.9-10.1 LA.9-10.RL.CCR.4 LA.9-10.RL.9-10.5 LA.9-10.RL.9-10.9 LA.9-10.RI.CCR.3 LA.9-10.RI.CCR.4</p>	<p>How can one bring about change in the universe by using words?</p> <p>How does personal history contribute to creation of collective history?</p> <p>How can memories be realities?</p> <p>What inspires to write?</p> <p>How does the use of powerful words help, persuade others in their thinking?</p> <p>Why are some people considered experts in a field while others are not? Can <i>you</i> become an expert?</p> <p>Why is it important to give appropriate credit to others who have contributed to your understanding of a topic?</p>	<p>Students will write a clear and concise paragraph.</p> <p>Students will read non-fiction.</p> <p>Students will use powerful words to persuade.</p> <p>Students will understand and interpret various persuasive pieces.</p> <p>Students will edit and produce written products.</p> <p>Research is a process that takes time and planning.</p> <p>Plagiarism is cheating and unacceptable in all writing.</p> <p>Facts from research, when used correctly, strengthen their writing.</p> <p>A writing format (such as MLA) is essential to providing consistency to writing.</p> <p>Proper chunking is a beginning step to develop the information for the reader.</p>	<p>Write and produce persuasive essay, commercial, personal narrative, letter, etc.</p> <p>Power Point Presentation</p> <p>Retell personal experience for understanding of a person's expectations in life.</p> <p>Time period and memories inspired writing.</p> <p>Writing reflects the diversity of this country present and past.</p> <p>Research Project</p> <p>Necessary research and writing terms</p> <p>Apply the research and writing terms in this process</p> <p>How to properly format a bibliography/works cited</p> <p>Chunk a paragraph to develop the topic sentence</p> <p>Steps of a research paper</p> <p>Determine when to paraphrase or summarize research</p>	<p>Homework Classwork Independent Reading Oral Reading Silent Reading Essays Quizzes Tests</p>	<p><i>IEP Driven, Self-Selected, Teacher-Selected</i></p>
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<p><u>Unit IV</u></p> <p>Challenges and Choices</p>	<p>LA.9-10.SL.9-10.1.d LA.9-10.RI.CCR.6 LA.9-10.W.CCR.3 LA.9-10.RL.CCR.7 LA.9-10.RL.CCR. LA.9-10.W.CCR.1 LA.9-10.W.9-10.8. LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1. LA.9-10.SL.CCR.2 LA.9-10.SL.CCR.6. LA.9-10.L.CCR.5</p>	<p>What motivates people to push themselves to the limit?</p> <p>What characteristics make up an effective leader?</p> <p>How can we then know when to trust or choose people in leadership roles?</p> <p>What do people need to consider or do when they are faced with difficult challenges or choices?</p>	<p>History is made up of cause and effect, with one event leading to another.</p> <p>By bringing conflicts to the surface, literature encourages justice and social change.</p> <p>Literature reflects conflicts within society and political systems.</p> <p>Literature doesn't always have a happy ending, but it makes the reader consider events and ideas from different perspectives.</p> <p>Power is difficult to control.</p> <p>By telling stories and allegories, we can reflect on the past and make changes for the future.</p>	<p>Produce, edit, and revise work for word choice, organization, consistent point of view, comparison and contrast, order of importance, and transitions among paragraphs using contemporary technology and formats suitable for submission and/or publication.</p> <p>Compose narrative, informative, and persuasive writings (e.g., <i>in addition to previous writings</i>, literature reviews, instructions, news articles, formal and informal correspondence) developing the topic with supporting details and precise language for a specified audience</p> <p>Take notes, conduct interviews, organize and report information in oral, visual and electronic formats.</p>	<p>Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses</p>	<p><i>IEP Driven, Self-Selected, Teacher-Selected Reading materials, including biographies of famous people present and past</i></p>
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<p>Unit V Reading Nonfiction and Persuasive Writing and an Autobiographical Incident</p>	<p>LA.9-10.SL.9-10.1.d LA.9-10.RI.CCR.6 LA.9-10.W.CCR.3 LA.9-10.RL.CCR.7 LA.9-10.RL.CCR.1 LA.9-10.W.CCR.1 LA.9-10.W.9-10.8. LA.9-10.SL.9-10.1 LA.9-10.SL.9-10.1. LA.9-10.SL.CCR.2 LA.9-10.SL.CCR.6. LA.9-10.L.CCR.5</p>	<p>In what ways can diversity enrich a culture and a national identity?</p> <p>In what ways can it hamper a culture?</p> <p>What can we learn about ourselves from studying another culture or another person's background?</p>	<p>Assess and apply reading strategies that are effective for a variety of text such as previewing, generating questions, visualizing, monitoring, summarizing, and evaluating.</p> <p>Use a variety of graphic organizers with various text types for memory retention and monitoring comprehension.</p> <p>Use strategies such as graphic organizers and outlines to plan and write drafts according to the intended message, audience, and purpose for writing.</p> <p>Use the computer and Smart board to compose, revise, edit and publish a piece of writing.</p> <p>Reflect on own writing and establish goals for growth and improvement.</p> <p>Recognize the use of ambiguity, contradiction, incongruities, overstatement and understatement in text and explain their effect on the reader.</p> <p>Apply reading vocabulary in different content areas.</p> <p>Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.</p>	<p>Necessary research and writing terms</p> <p>Apply the research and writing terms in this process</p> <p>How to properly format a bibliography/works cited</p> <p>Chunk a paragraph to develop the topic sentence</p> <p>Steps of a research paper</p> <p>Determine when to paraphrase or summarize research</p> <p>Understand the elements of non-fiction and persuasive Writing and implement those elements in their own writing.</p>	<p>Class work Homework Quizzes Tests Essays Reading Logs/Journals Small group work Written reflections Open-Ended Responses</p>	<p><i>IEP Driven, Self-Selected, Teacher-Selected Reading materials, including biographies of famous people present and past</i></p>
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