

World Literature Curriculum Map

Grade: 10

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Unit	Essential Questions	Common Core State Standards	Assessments	Academic Skills and Activities	Resources
<p>(Semester 1) Unit 1: Review of Literary Elements and Plot Structure via Short Stories</p>	<p>-In what ways can I identify and explain plot structure? -To what extent do various literary elements provide insight and clarity to an author's purpose? -In what ways can I define, describe, and identify literary devices while reading? -Can I identify and describe a theme in a story and thoroughly analyze its development throughout the text? -Can I identify irony in a text and analyze its impact on the rest of the text?</p>	<p>Reading for Information 9-10.3,5,6,10 Reading Literature 9-10.1,2,4,6,10 Writing 9-10.2,4,5,9,10 Speaking/Listening 9-10.1,2,3,4,5,6 Language 9-10.1,2,3,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Literary analysis work independently and with partners • Written response to stories from prompts • Class discussion • Reading comprehension worksheets • Group writing • Identification quizzes <p>Summative:</p> <ul style="list-style-type: none"> • Prompt Writing • Unit test • Literary analysis project 	<p>- Bell Ringer/Exit Slip Modeled -Annotations/explications -Think-Pair-Share -Graphic Organizers for close reading to write -PowerPoint -Photograph Analysis -Quote Analysis -Frontloading -Four Square -Paired Reading with rubric -Socratic Seminar/fishbowl discussion -Peer Editing -SSR -Writing Process -Comparing and contrasting text with non-print resources (videos, etc) -Guided Reading -Text Connections -Critical Thinking Questions -Visual Analysis for enrichment</p>	<ul style="list-style-type: none"> • Teacher-made supplements • Visual and Hardcopy resources for comprehension • Smart board presentations (teacher) • Short stories for identification practice

<p>Unit 2: <i>Patron Saints of Nothing</i></p>	<p>-How do circumstances and situations out of your control shape identity? -How are the themes present in the novel related to the real world? What's the connection? -What is justice and how do its implications change depending on the context? -What is the role of cultural heritage and its impact on individual identity?</p>	<p>Reading for Information 9-10.1,2,3,5,6,9,10</p> <p>Reading Literature 9-10.1,2,3,4,6,10</p> <p>Writing 9-10.2,3,4,5,6,9,10</p> <p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Literary analysis • Study guide responses • Reading comprehension worksheets • Chapter quizzes <p>Summative:</p> <ul style="list-style-type: none"> • Literary analysis work independently and with partners • Chapter quizzes • Reflective writing • Unit test 	<p>-Bloom's Taxonomy -Sequencing Chart</p>	<ul style="list-style-type: none"> • Teacher-made supplements • PERSON worksheets • Smart board presentations (teacher) • <i>Patron Saints of Nothing</i> novel • Nonfiction paired passages
<p>Unit 3: <i>Lord of the Flies</i></p>	<p>-What does it mean to be civilized? -What is the individual's responsibility to a community? -When is the restriction of freedoms acceptable?</p>	<p>Reading for Information 9-10.1,2,3,5,6,9,10</p> <p>Reading Literature 9-10.1,2,3,4,5,7,9,10</p> <p>Writing 9-10.2,3,4,5,6,9,10</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Literary analysis work independently and with partners • Survival Island • Written response to stories from prompts • Class discussion 		<ul style="list-style-type: none"> • Teacher-made supplements • Survival Island activity and worksheet • LOST comparison • Smart board presentations (teacher) • LOTF worksheets • Nonfiction paired passages

	<p>-Are humans innately good or evil? -How do order and chaos relate to one another?</p>	<p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<ul style="list-style-type: none"> • Reading comprehension worksheets • Chapter quizzes • Group writing <p>Summative:</p> <ul style="list-style-type: none"> • Prompt Writing • Unit test • Chapter quizzes • Mask project 		
<p>Unit 4: Poetry/Song Analysis</p>	<p>-Identifying different literary devices within a poetic context and being able to identify poetic devices from a poem. -In what ways can we effectively communicate the writing styles of a given poet? -How does time period, culture, and experiences influence an author's language?</p>	<p>Reading for Information 9-10.2,3,4,10</p> <p>Reading Literature 9-10.1,2,4,9,10</p> <p>Writing 9-10.2,3,4,5,6,9,10</p> <p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> • Elements of a poem worksheets • Group and individual poem analysis and annotation • Writing activities • Identification quizzes <p>Summative:</p> <ul style="list-style-type: none"> • Poetry presentation • Poem analysis and annotation • Elements of poetry identification test 		<ul style="list-style-type: none"> • Teacher-made supplements • Various poems for identification and annotation practice • Smart board presentations (teacher)

Unit 5: <i>Anthem</i>	<p>-What is an individualist society? -How do people conform to a collectivist society? -What is collectivism? -What makes a text dystopian?</p>	<p>Reading for Information 9-10.1,2,3,5,6,9,10</p> <p>Reading Literature 9-10.1,2,3,4,5,6,9,10</p> <p>Writing 9-10.1,2,3,4,5,6,9,10</p> <p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> Literary analysis work independently and with partners Written response Class discussion Chapter quizzes Reading comprehension worksheets <p>Summative:</p> <ul style="list-style-type: none"> Prompt Writing Chapter quizzes Unit test Literary analysis essay Propaganda poster 		<ul style="list-style-type: none"> Teacher-made supplements <i>Anthem</i> worksheets and enrichment activities Smart board presentations (teacher) <i>Anthem</i> text Historical and author background information Nonfiction paired passages
(Semester 2) Unit 6: <i>Iqbal</i>	<p>-Can I analyze theme and character development over the course of a novel? -How can I analyze different sources in order to determine the</p>	<p>Reading for Information 9-10.1,2,3,5,6,9,10</p> <p>Reading Literature 9-10.1,2,3,4,6,10</p> <p>Writing 9-10.2,3,4,5,6,9,10</p>	<p>Formative:</p> <ul style="list-style-type: none"> Literary analysis work independently and with partners Written response to stories from prompts Class discussion 		<ul style="list-style-type: none"> Teacher-made supplements <i>Iqbal</i> worksheets and enrichment activities History presentations for cultural and geographical awareness Smart board presentations

	<p>validity of their arguments? -Can I create an argument?</p>	<p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<ul style="list-style-type: none"> • Reading comprehension worksheets • Chapter quizzes <p>Summative:</p> <ul style="list-style-type: none"> • Prompt Writing • Chapter quizzes • Unit test • Analysis project 		<p>(teacher)</p> <ul style="list-style-type: none"> • Child labor activity and resources • <i>Iqbal</i> novel • Nonfiction paired passages
<p>Unit 7: College and Career Research Project</p>	<p>-What future career fits your personality? -What colleges/universities or trades, relate to what you are interested in doing?</p>	<p>Reading for Information 9-10.1,2,7,8,10</p> <p>Reading Literature 9-10.10</p> <p>Writing 9-10.1,2,3,4,5,6,7,8,,9,10</p> <p>Speaking/Listening 9-10.1,2,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> • College and career survey work • Presentation outline • Peer review presentation practice <p>Summative:</p> <ul style="list-style-type: none"> • College/career presentation 		<ul style="list-style-type: none"> • Teacher-made supplements • Reality check activity • SchoolLinks career survey and information • Nonfiction paired passages
<p>Unit 8: A <i>Midsummer Night's Dream</i></p>	<p>-How do we communicate meaning through drama?</p>	<p>Reading for Information 9-10.1,2,3,5,6,7,9,10</p>	<p>Formative:</p> <ul style="list-style-type: none"> • MND worksheets • MND analysis • Character chart 		<ul style="list-style-type: none"> • Teacher-made supplements • MND worksheets • Smart board presentations (teacher)

	<p>-Consider illusions vs. reality, how do we compare? -What is love? How is it portrayed through the text? How is it significant?</p>	<p>Reading Literature 9-10.1,2,3,4,5,6,7,9,10</p> <p>Writing 9-10.1,2,4,5,6,9,10</p> <p>Speaking/Listening 9-10.1,2,3,4,5,6</p> <p>Language 9-10.1,2,3,4,5,6</p>	<ul style="list-style-type: none"> • Act quizzes • Writing activities • Quote review <p>Summative:</p> <ul style="list-style-type: none"> • Scene summary sheets • Unit test • Cloze reading passages • Act quizzes • Timed writing 		<ul style="list-style-type: none"> • No Fear Shakespeare website • Character cell phone • Nonfiction paired passages
<p>Unit 9: Vocabulary and grammar (done throughout the year)</p>	<p>-What is the value in developing an extensive vocabulary? -How can one improve reading comprehension when learning new material? -Do I understand correct punctuation? -Can I find grammatical mistakes with sentence structure? -Can I identify a run-on</p>	<p>Reading for Information 9-10.4</p> <p>Reading Literature 9-10.10</p> <p>Writing 9-10.4,6</p> <p>Speaking/Listening 9-10.1</p> <p>Language 9-10.1,2,4,5,6</p>	<p>Formative:</p> <ul style="list-style-type: none"> • No Red Ink units • Vocabulary review sessions • Writing activities <p>Summative:</p> <ul style="list-style-type: none"> • No Red Ink unit tests • Vocabulary tests • Writing prompts 		<ul style="list-style-type: none"> • Teacher-made supplements • Visual and Hardcopy resources for comprehension • Smart board presentations (teacher) • No Red Ink

	sentence and understand how to fix it? -Can I produce a sentence in a proper grammatical format?				
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Unit order and completion subject to change