World Literature Regular/Honors Curriculum Map   Grade: 10   Developer: Meaghan Mahoney

Unit	Essential Questions	Common Core State Standards	Assessments	Academic Skills and Activities	Resources
(Semester 1) Unit 1: Review of Literary Elements and Plot Structure via Short Stories	-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?	CC.9-10.R.L.1,2,4,5,6,10 CC.9-10.R.I.1,3,5,6,10 CC.9-10.W.2,4,5,9,10 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	**Formative:** ● Literary analysis work independently and with partners ● Written response to stories from prompts ● Class discussion ● Reading comprehension worksheets ● Group writing ● Identification quizzes ● Albert.io **Summative:** ● Prompt Writing ● Unit test ● Literary analysis project ● Albert.io	- 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 Questions -Text Connections -Critical Thinking Questions -Visual Analysis for enrichment	● Teacher-made supplements ● Visual and Hardcopy resources for comprehension ● Presentations (teacher) ● Vocabulary ● Short stories for identification practice ● Albert.io assignments

Unit 2: *Lord of the Flies*	-What does it mean to be civilized? -What is the individual's responsibility to a community? -When is the restriction of freedoms acceptable? -Are humans innately good or evil? -How do order and chaos relate to one another?	CC.9-10.R.L.1,2,3,4,5,6,7,9,10 CC.9-10.R.I.1,2,3,4,5,6,9,10 CC.9-10.W.2,3,4,5,7,9,10 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	**Formative:** ● Literary analysis work independently and with partners ● Survival Island ● Written response to stories from prompts ● Class discussion ● Reading comprehension worksheets ● Chapter quizzes ● Group writing ● Albert.io **Summative:** ● Prompt Writing ● Unit test ● Chapter quizzes ● Mask project ● Albert.io	-Bloom's Taxonomy -Sequencing Chart	● Teacher-made supplements ● Survival Island activity and worksheet ● Vocabulary ● LOST comparison ● Presentations (teacher) ● LOTF worksheets ● Nonfiction paired passages ● Albert.io assignments

| Unit 3: Poetry/Song Analysis | -Identify different literary devices within a poetic context. -In what ways can we effectively communicate the writing styles of a given poet? -How do time periods, culture, and experience influence an author's language? -What role does figurative language play in poetry? | CC.9-10.R.L.1,2,4,9,10

CC.9-10.R.I.2,3,4,10

CC.9-10.W.1,2,3,4,5,6,9,10

CC.9-10.SL.1,2,3,4,5,6

CC.9-10.L.1,2,3,4,5,6 | **Formative:**
● Elements of a poem worksheets
● Group and individual poem analysis and annotation
● Writing activities
● Identification quizzes
● Albert.io

Summative:
● Poetry presentation
● Poem analysis and annotation
● Elements of poetry identification test
● Albert.io | | ● Teacher-made supplements
● TPCASTT
● Various poems for identification and annotation practice
● Presentations (teacher)
● Vocabulary
● Nonfiction paired passages
● Albert.io assignments |

Unit 4: *Iqbal*	-Can I analyze theme and character development over the course of a novel? -How can I analyze different sources in order to determine the validity of their arguments? -Can I create an argument? -How does the setting provide a backdrop for exploring issues of social class? -How can students apply the themes and messages to real-world issues?	CC.9-10.R.L.1,2,3, 4,6,10 CC.9-10.R.I.1,2,3,5 ,6,9,10 CC.9-10.W.2,3,4,5 ,6,9,10 CC.9-10.SL.1,2,3,4 ,5,6 CC.9-10.L.1,2,3,4, 5,6	**Formative:** ● Literary analysis work independently and with partners ● Written response to stories from prompts ● Class discussion ● Reading comprehensio n worksheets ● Chapter quizzes ● Albert.io **Summative:** ● Prompt Writing ● Chapter quizzes ● Unit test ● Analysis project ● Albert.io		● Teacher-made supplements ● *Iqbal* worksheets and enrichment activities ● History presentations for cultural and geographical awareness ● Presentations (teacher) ● Vocabulary ● Child labor activity and resources ● *Iqbal* novel ● Nonfiction paired passages ● Albert.io assignments
(Semester 2) Unit 5: *Anthem*	-What is an individualist society? -How do people conform to a collectivist society? -What is collectivism?	CC.9-10.R.L.1,2,3, 4,5,6,9,10 CC.9-10.R.I.1,2,3,5 ,6,9,10 CC.9-10.W.1,2,3,4, 5,6,9,10	**Formative:** ● Literary analysis work independently and with partners ● Written response ● Class discussion		● Teacher-made supplements ● *Anthem* worksheets and enrichment activities ● Presentations (teacher) ● Vocabulary ● *Anthem* text ● Historical and author

	-What makes a text dystopian? -How can readers apply the lessons from *Anthem* to their own lives?	CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	● Chapter quizzes ● Reading comprehension worksheets ● Albert.io **Summative:** ● Prompt Writing ● Chapter quizzes ● Unit test ● Literary analysis essay ● Propaganda poster ● Albert.io		background information ● Nonfiction paired passages ● Albert.io assignments
Unit 6: College and Career Research Project	-What future career fits your personality? -What colleges/universities or trades, relate to what you are interested in doing? -Can I successfully build on your public speaking skills?	CC.9-10.R.L.10 CC.9-10.R.I.1,2,7,8,10 CC.9-10.W.1,2,3,4,5,6,7,8,9,10 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	**Formative:** ● College and career survey work ● Presentation outline ● Peer review presentation practice ● Albert.io **Summative:** ● College/career presentation ● Albert.io		● Teacher-made supplements ● Reality check activity ● SchooLinks career survey and information ● Vocabulary ● Nonfiction paired passages ● Albert.io assignments
Unit 7: *A Midsummer Night's Dream*	-How do we communicate meaning	CC.9-10.R.L.1,2,3,4,5,6,7,9,10	**Formative:** ● MND worksheets ● MND analysis		● Teacher-made supplements ● MND worksheets

		CC.9-10.R.I.1,2,3,5,6,7,9,10 CC.9-10.W.1,2,4,5,6,9,10 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	● Character chart ● Act quizzes ● Writing activities ● Quote review ● Albert.io **Summative:** ● Scene summary sheets ● Unit test ● Cloze reading passages ● Act quizzes ● Timed writing ● Socratic Seminar ● Albert.io		● Presentations (teacher) ● No Fear Shakespeare website ● Vocabulary ● Character cell phone ● Nonfiction paired passages ● Albert.io assignments
through drama? -What role do supernatural elements play in the comedy's exploration of fate, free will, and dreams versus reality? -What is love? How is it portrayed through the text? How is it significant? -What insights can be gained from analyzing the structural elements of the play?					
Unit 8: *Patron Saints of Nothing*	-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 is justice and how do its implications change	CC.9-10.R.L.1,2,3,4,5,6,10 CC.9-10.R.I.1,2,3,4,5,6,9,10 CC.9-10.W.1,3,4,5,6,9,10 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	**Formative:** ● Literary analysis ● Study guide responses ● Reading comprehension worksheets ● Chapter quizzes ● Albert.io **Summative:** ● Literary analysis work		● Teacher-made supplements ● PSON worksheets ● Presentations (teacher) ● Vocabulary ● *Patron Saints of Nothing* novel ● Nonfiction paired passages ● Albert.io assignments

| | | | independently and with partners
● Chapter quizzes
● Reflective writing
● Unit test
● Socratic Seminar
● Timed writing
● Albert.io | | |

	depending on the context? -What is the role of cultural heritage and its impact on individual identity? -How does the setting contribute to the overall mood, tension, and thematic depth of the story?				
Vocabulary and grammar (done throughout the year)	-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?	CC.9-10.R.L.10 CC.9-10.R.I.4 CC.9-10.W.4,6 CC.9-10.SL.1,2,3,4,5,6 CC.9-10.L.1,2,3,4,5,6	**Formative:** ● No Red Ink units ● Vocabulary review sessions ● Writing activities ● Albert.io **Summative:** ● No Red Ink unit tests/quizzes ● Vocabulary tests ● Writing prompts ● Albert.io		● Teacher-made supplements ● Visual and Hardcopy resources for comprehension ● Presentations (teacher) ● No Red Ink ● Albert.io assignments

	-Can I identify a run-on sentence and understand how to fix it? -Can I produce a sentence in a proper grammatical format?				

Unit order and completion subject to change