

**HUFSD English Language Arts - Scope and Sequence**

**Common Core Anchor Standards with Performance Indicators and Sub-topic Standards**

Grade 10:

1<sup>st</sup> 5 weeks

First Quarter

2<sup>nd</sup> 5 weeks

<b>Theme/ Essential Question</b>	What prompts an individual to make crucial decisions?	Can hope ever be lost? How does one's environment influence one's future ideologies, chances for happiness, and personal vision?
<b>Reading</b> -literature       -informational	<p><b>Standard #1</b> – Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>Standard #5</b> – Analysis of text structure (order of events, Freytag's Pyramid, narrative style, pacing, time manipulation)</p> <p><b>Standard #1</b> – See Reading Standard #1 above</p> <p><b>Standard #3</b>– Identify and analyze transitions in writing for the development of ideas</p>	<p><b>Standard #2</b> – Determining theme and central idea of a text. Analyzing, in detail, theme development – how it is shaped by events in the story.</p> <p><b>Standard #3</b> – Analysis of complex characters (flat vs. round/dynamic vs. static). Conflict analysis (character vs. self, character vs. society, character vs. character, character vs. nature). Character motivation and development</p> <p><b>Standard #2</b> – See Reading Standard #2 above</p>
<b>Writing</b>	<p><b>Standard #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>*Emphasis –</b></p> <ol style="list-style-type: none"> <li>1. Organization of complex ideas (outlines, graphic organizers etc) and creating cohesion</li> <li>2. Appropriate transitions and transitional phrases</li> </ol>	<p><b>Standard #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>*Emphasis –</b></p> <ol style="list-style-type: none"> <li>1. Developing topic with well-chosen and relevant information from the text, as well as concrete details and specific quotations as evidentiary support</li> </ol> <p>*Critical Lens may be introduced to reinforce skills taught in unit</p>
<b>Speaking/Listen</b>	(L)Have collaborative discussions about literary & historically centered genres. (S) Research and discuss persuasive ways to present information, findings and evidence to establish understanding of the same literary and historic genres	(L) Prepare to hear, document and present themes and central ideas of text and documents via research materials (S) Give presentation of learned themes, documents and texts found in research
<b>Language</b>	<ul style="list-style-type: none"> <li>▪ Transition words and phrases</li> <li>▪ Appropriate and consistent verb tense and point of view</li> </ul>	<ul style="list-style-type: none"> <li>▪ Formal style</li> <li>▪ Objective tone</li> <li>▪ Literary elements and figurative language</li> </ul>
<b>Assessment</b>	Teach and learn Annotated Research Assignment. Assess proper documentation of Annotated material.	

<b>Theme/ Essential Question</b>	Is man born inherently good or evil? Does tolerance equal acceptance?	What is the contribution made by American Literature writers to American and World letters? How does American Literature reflect the character of this nation?
<b>Reading</b> -literature       -informational	<p><b>Standard #4</b> – Determine the meaning of words and phrases as they are used in the text (connotative and figurative). Analyzing the cumulative impact of specific words choices on meaning and tone.</p> <p><b>Standard #7</b> – Using two different artistic mediums to analyze the representation of a subject (poetry vs. film, short story vs. artwork etc.)</p> <p><b>Standard #4</b> – See Standard #4 above (as applied to non-fiction)</p> <p><b>Standard #7</b> – See Standard #7 above (as applied to non-fiction)</p> <p><b>Standard #5</b> – Analyze the effect of sentence choice and structure on the strength of an author’s claim/idea</p>	<p>*3-4 page research-based project</p> <p><b>Standard #6</b> – Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States. Consider how the author’s cultural background reflects his or her point of view and style.</p> <p><b>Standard # 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. Consider the author’s motivation for writing (to inform, to persuade etc).</p>
<b>Writing</b>	<p><b>Standard #1</b> – In argumentative and persuasive writing, support claims using valid reasons and textual evidence.</p> <p><b>Emphasis –</b></p> <ul style="list-style-type: none"> <li>▪ Introducing and distinguishing precise claims</li> <li>▪ Establishing clear relationships among claims and counterclaims, reasons, and evidence</li> <li>▪ Creating a persuasive tone in writing</li> </ul>	<p><b>Standard # 7</b> – Conduct short as well as more sustained research project related to corresponding literature, which addresses a relevant cultural theme or issue.</p> <p><b>Standard # 5</b> – Develop and strengthen writing a needed by planning revising, editing, and re-writing.</p> <p><b>Standard #6 &amp; #8</b> – Gather relevant information from multiple credible print and digital sources, distinguishing the usefulness of each source in responding to research task, using technology to produce and publish writing product</p> <p><b>Standard 10</b> – Write routinely over extended time frames (time for research, reflection, and revision).</p> <p><b>Emphasis –</b></p> <ul style="list-style-type: none"> <li>▪ Crafting thesis statement</li> <li>▪ Revision and editing process (Self/teacher/peer edits)</li> <li>▪ Selection and use of credible academic sources/citations</li> </ul>
<b>Speaking/Listen</b>	(L) Establish Collegial Circles following the proper rules (S) Shared decision making and oral presentation of alternate views via deliberation/debate	(L) Incorporate former discussions with new topics to enhance understanding of previous and future themes that ultimately lead to larger and more developed ideas, both literary and historic (S) Presentation of former themes combined with present to show growth of knowledge
<b>Language</b>	<ul style="list-style-type: none"> <li>▪ Persuasive tone</li> <li>▪ Tone vs. Mood</li> <li>▪ Connotation vs. denotation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Thesis Statement</li> <li>▪ Formal style</li> <li>▪ Objective tone</li> </ul>
<b>Assessment</b>	Midterm	



**Common Core Anchor Standards**

**Performance Indicators**

**Sub-topic Standards**

7<sup>th</sup> 5 weeks

8<sup>th</sup> 5 weeks

<b>Theme / Essential Question</b>	What constitutes madness and how is it connected to truth and reality?	What is the difference between ambition and greed? Final Review – Essential Question, how does an individual overcome personal conflict and persevere?
<p><b>Reading</b> -literature</p> <p>-informational</p>	<p><b>Standard #11</b> – Interpret, analyze, and evaluate from multiple literary genres (ex. Narratives, poetry, and drama) in order to make connections to other texts, ideas, eras, events/situations. *Students may self-select texts for the purpose of creating unique and individual perspectives (ex. Literature circles)</p>	<p>Previous READING core curriculum standards are re-enforced, re-taught and/or introduced as needed/determined by individual teacher (if one or more standards were realigned)</p>
<p><b>Writing</b></p>	<p><b>Standard #4</b> – Produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience. <b>Standard #11</b> – Create literary texts that demonstrate knowledge and understanding of a wide range of texts recognized for literary merit <b>Emphasis –</b></p> <ul style="list-style-type: none"> <li>• Engage in writing to express personal, social, or cultural connections/insights (ex. Create poetry, stories, plays)</li> <li>• Identify, analyze, and use elements/techniques of various literary genres</li> <li>• Develop critical and interpretive texts from more than one perspective (historical or cultural)</li> </ul>	<p>Previous WRITING core curriculum standards are re-enforced, re-aught and/or introduced, as determined by individual teacher (if one or more standards were realigned)</p> <p>Paragraphing (SIM) with NYS Regents tasks/critical lens in mind</p>
<p><b>Speaking/Listening</b></p>	<p>(L) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacies. (S)Make strategic use of digital media (textual, visual, audio) to present findings</p>	<p>(L &amp; S) Listen and respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement through deliberation and debate.</p>
<p><b>Language</b></p>	<p>Cumulative based on literary techniques, grammar, and vocabulary covered throughout the year.</p>	<p>Determined based on earlier scope &amp; sequence (refer to 2007/2008 HUFSD – HHS/FMS grammar curriculum)</p>
<p><b>Assessment</b></p>	<p>Final Exam – literature, reading comprehension, grammar, vocabulary, critical lens essay, PP controlling idea, pp literary element</p>	

Notes: Each of the below Genres/topic/areas of focus can be aligned among the eight defined 5 week units

Novel, Short Story, Poetry, Drama, or organize by theme

Specific essential questions should be identified when the teacher clones this scope & sequence consensus curriculum map and defines unit themes & genres depending on the literature and reading selections which most appropriately relate to the chosen essential question(s).