**NIAGARA FALLS HIGH SCHOOL – 10th grade accelerated Map**

The curriculum in grades 9 and 10 provides students with opportunities to develop not only critical literacy skills outlined in the [Next Generation English Language Arts Learning StandardsOpens in a new browser tab](http://www.nysed.gov/common/nysed/files/nys-next-generation-ela-standards.pdf), but also proficiency in the "Seven C's" of 21st century competencies: ***C***ritical thinking, ***C***ommunication, ***C***reativity, ***C***ollaboration, ***C***ompassion, ***C***ontent Mastery, and ***C***ultural Awareness.

Students in grade 9 will take either English 9R or English 9ACC; students in grade 10 will take either English 10R and 10ACC.

Differences in the degree of instructional scaffolding, pacing, and workload are what primarily distinguish an H-Level course from an R-Level course, but the thematic content and the Next Generation ELA Learning Standards remain the same for all students.

GRADE 9: English-9 courses (both R and ACC levels) focus on the themes of *identity formation* and *coming of age*.  Student-produced writing assignments fall into three categories: narration, text analysis, and argument. Students also prepare an annotated bibliography as part of their investigation into an authentic research question, which culminates in the production of a formal research paper.

GRADE 10: English-10 courses (both R and ACC levels) focus on the theme of *the individual within the society*.  Students build upon the foundation of ninth grade, further developing their writing and language use skills in narrative, text analysis, and argumentative modes of expression, with greater independence and sophistication.

There are no prerequisites for any English courses offered at Niagara Falls High School.  However, we encourage students to have discussions with their parents, counselors, and English teachers, to consider their prior academic performance in English classes, and to assess the degree to which they enjoy the study of English Language Arts, prior to enrolling in advanced-level English classes.

There is no standardized New York State ELA exam in grades 9.  Students will take the [NYS English Language Arts Regents Exam](http://www.nysedregents.org/hsela/) at the end of grade 10.

**Quarter 1**

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| New York State Standards | Examples of Learning Targets |
| **Reading Literature**  · RL.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  · RL.9-10.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.  · RL.9-10.3 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.  · RL.9-10.4 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 time and place; how it sets a formal or informal tone). Reading Informational Text  · RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  · RI.9-10.2 Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text  · RI.9-10.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.  · RI.9-10.4 -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).  **Review of writing process**  · W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  · W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 61.)  · W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other in-formation and to display information flexibly and dynamically  · W.9-10.9 Draw evidence from literary or informational text to support analysis, reflection, and research. a. Apply grades 9–10 Reading Standards to literature (i.e., “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]”). b. Apply grades 9–10 Reading Standards to literary nonfiction (i.e., “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”) | I can statements:  I can cite textual evidence to support both explicit and inferred ideas in literature. (RL1)  I can determine central ideas or themes and summarize literary texts. (RL2)  I can analyze complex characters. (RL3)  I can interpret words and phrases for connotation, tone and figurative language. (RL4)  I can cite textual evidence to support both explicit and inferred ideas in nonfiction. (R11)  I can determine central ideas and summarize nonfiction. (RI2)  I can analyze how an author relays a series of ideas or events. (RI3)  I can interpret words and phrases for connotation, tone,  and figurative and technical meaning. (RI4)  I can write for a variety of tasks, audiences, and purposes. (W4) |

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| Speaking and Listening |  |
| 9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.  9-10SL1b: Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.  9-10SL1c: Pose and respond to questions that relate the discussion to broader themes or ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.  9-10SL1d: Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify, or justify personal views and understanding and make new connections considering the evidence and reasoning presented.  9-10SL2: Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral), evaluating the credibility, accuracy, and relevance of each source. |  |

Q1

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| **Suggested Literature** | **Literary Elements and Writing Techniques** | **Assessments Evaluation** |
| ***Unit: “ME, MYSELF, and I” -Using Creative Nonfiction to Examine Ourselves”***  ***“From Feeling Safe, to Feeling like a Stereotype” by Christina Li***  ***“So Similar Yet So Different” by Justine Seligson***   |  | | --- | | Alan Schwartz “The Green Ribbon” | | Pete Hamill “The Yellow Ribbon” | | Marilyn Mack “Adult Children at Home”  Paul Logan “Rowing the Bus”  Anne Davidson “Taming the Anger Monster”  Sister Helen Mrosla “All the Good Things”  Beth Johnson “Joe Davis: A Cool Man”  Jack Finney “Contents of the Dead Man’s Pocket”  Joseph Whitehill “The Day of the Last Rock Fight” |   ***Born a Crime by Trevor Noah*** | One or more of the following are evident in each of the suggested pieces of literature and part of daily discussions and exercises:   * Vocabulary development for reading and writing * Discerning Central Ideas in reading * Recognizing Supporting Details/Textual Evidence in reading * Using Central Ideas and Supporting Details in writing * Recognizing relationships in reading and writing such as transitions and patterns of organization * Tone, Purpose, Conflict, Setting, Point of View, and Characterization * Figurative language in some way, shape, or form: simile, metaphor, personification, hyperbole   Writing strategies to be taught and assessed:  Literary analysis  Sentence and paragraph structure | Teachers will employ a variety of formative assessments during the course of each class. These can include, catch and release, think/pair/share/write/draw, carousel activities, whole class discussion, small group discussion among others.  Each Summative Assessment addresses one or more of the following:  --Vocabulary  --Ability to discern Central Idea  --” “ Supporting Details/Textual Evidence  --Ability to make/recognize Inferences  --Determine various aspects of the writer’s craft: Tone, Purpose, Diction, use of Anecdotes etc.  --Student writing skills are assessed via short journal responses.  On demand, Regents style literary text essay writing on texts from the suggested reading list. These will be common among 10th grade teachers.  ***Teacher will use the New Visions “Me, Myself, and I” unit to get to know students, introduce routines, discuss themes which will come up later in the unit and year, and practice complete writing and paragraph sentencing. Additionally, students will read two short stories and watch a Ted Talk to explore the unit themes.***   * Compose complete sentences in writing * Identify characteristics of creative nonfiction * Assert personal identity by answering the following questions in creative nonfiction- who am I, what makes me special, and who do I want to be?   Students will create a “Holly Portrait,”(\*memoir thumbprint)  The teacher may elect to distribute materials digitally or hard copy in a 3-ring binder. A hard copy notebook or organized 3-ring binder will be required for handouts.  **Born a Crime Discussion Questions**  **Teacher may elect to use the Born a Crime Student workbook to address** [**Discussion Questions**](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EU6k6L4Fk2dNrTsCnmVRZQMBlh6PshIxdJrrcMWyOU34cA)  **And/or chapter** [**Chapter quizzes**](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EU6k6L4Fk2dNrTsCnmVRZQMBlh6PshIxdJrrcMWyOU34cA)  **What is apartheid?**  Analyze racism today in America. Where do you see racism? Both subtle and directly? How does it affect people today?  Why is it important to read and study about different perspectives and cultural points of view?  In what ways are race and race relations woven throughout the text as a central idea? What role do they play in Noah’s life?  How does Trevor change throughout the story?  Ch 7 What can you infer about Trevor’s  How is Trevor shaped by his experience in the story?  Ch 14 Noah says “People love to say, ‘Give a man a fish, and he’ll eat for a day. Teach a man to fish, and he’ll eat for a lifetime.’ What they don’t say is, “And it would be nice if you gave him a fishing rod.” Decipher the meaning of this statement. How is this claim developed and refined throughout the text?  Ch 15 After reading this chapter, what is your perspective on crime? Did it change? Why or why not? Did the way Trevor structured this chapter influence you at all?  Unit end Assessment:  Exploring theme: Identify at least one theme discussed in the story.  Or:  Create a podcast exploring racism, apartheid, or any theme discussed in class using podcast template. |
| Electronic Resources  Nearpod/Forms/Videos | Enrichment/Scaffolding | |
| [Day 1-"Me, Myself , and I" - Introduce Writing Process](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/ETjZG6c9zs1PndYliXfmIKsBzhmnt4T-UUoBI5ZKid61jQ?e=vbasxl)  [Day 2-"Me, Myself, and I" Ngozie Adichie Ted Talk "The Danger of a Single Story"](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/Eai4YcfX2QhOk7P_ownHSiEBJiqvZB4LVnFQpj5wmRGROA?e=Huw0gm)  [Day 3-"From Feeling Safe to Feeling Safe, to feeling like a Stereotype"](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EVwV9haoi2JDnEPFoOXqqpABrfcsh9CFy41gNYer3ZpOhQ?e=URyGkW)  [Day 4-"Formative Assessment What is creative nonfiction?"](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EQhIRYyRUQNMh22WL_cYPLcBbLwGYabo4uHQQqEnOBHLOw?e=gyjfh5)  [Day 5-"Writing, travel journalism, "So Similar, yet so different"](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/Ea8_hAKZOM1OvZbpFrZT7KMB0-BgrbgUiNomPNIQJN6QCg?e=07Lcpj)  [Day 6- "Crafting paragraphs"](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EbfA2btnysFHkSvkjLZwQVUBDChV1-S4FWjJaQGVFE247g?e=AN3IMm)  [Day 7-Write Narrative nonfiction](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/ERuq3Jo0fVBCgpmiapIAI7YB0bi7MehRgh2Xx-koc2vjsQ?e=gizIHF)  [Day 8- Student model of Holly Portrait](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EbVoeXItTuFDuGoR9Nj-bukB1U59UY3izzknyL2qRVVGkg?e=KKkXHS)  [Day 9- Incorporating themes in student writing](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EXaB1mI6VXpGkIWrbXQMkNcBIELmLxsE-qEhfd6sbI2XKg?e=7jrIjQ)  [Day 10 - Submit Holly Portrait narrative](https://nfschools.sharepoint.com/:w:/s/9thgradeEnglishsharedresources/EWUgqscm13lEsYxg8R5tk9ABL24EetiS77GMZ3vWV-un0g?e=UwXxFS)  [Born a Crime Discussion Questions](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EU6k6L4Fk2dNrTsCnmVRZQMBlh6PshIxdJrrcMWyOU34cA)  [Rise and Fall of Apartheid in South Africa](https://youtu.be/kJOU9YYMzpw)  [CBS Interview with Trevor Noah](https://youtu.be/L2x1kmOqoNo)  [Trevor visits S.A. and Interview Grandmother](https://youtu.be/eqK_wWTrwsI)  [Born a Crime chapter quizzes](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EU6k6L4Fk2dNrTsCnmVRZQMBlh6PshIxdJrrcMWyOU34cA) | Teacher will use the “Me, Myself, and I” New Visions unit and the novel **Born a Crime by Trevor Noah** in quarter 1.  <https://membean.com/> - Membean will be used as a vocabulary enrichment tool throughout the marking period and year.  [Grammar Punctuation Bootccamp -](https://nfschools.sharepoint.com/:p:/s/9thgradeEnglishsharedresources/ESD_JVWA-5BFn8rNw2WpOdgBppmZar_mm4_zrkrIel4xRw?e=kFOCti) Slideshow (\*Independent clause, dependent clause, simple vs. Complex sentences, sentence fragments) | |

Q2

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| **Suggested Literature**  **(*\*Additional resources and copies of texts, can be found in the shared English 10 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.*** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 10 Folder in English team for various resources and tasks)**  **\*\*Use suggested texts and resources to address the following questions and tasks** |
| *To Kill A Mockingbird*  (1960)  Harper Lee  “12 Angry Men” (1964)  Reginald Rose  [***Unsung Heroes-Howard Zinn -essay***](https://www.howardzinn.org/unsung-heroes/)  [***Poems (Hero Theme)***](https://poets.org/poems?field_poem_themes_tid=1091)  ***“My Credo” by Neil Gaiman*** | Diction – vocabulary, connotation and denotation. How do the author’s word choices impact mood and tone?  Mood – how does the language in the text affect the reader?  Tone – how does the language in the text reflect the author’s attitude toward the situation?  Consider how the following literary elements can be useful in making claims about the text and constructing a well-developed argument:  Point of view  Central Idea  Characterization  Setting  Plot  Review of Hero’s Journey  **Written skills: Sourced-based writing** | Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, POV, Theme, Characterization, Setting, Plot to be addressed in journals and through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others.  Assessment and Evaluation will demonstrate that the student can:   * Make claims about the text * Support claims with relevant and sufficient details from the text * Draw evidence to support claims from a variety of sources * Recognize and identify an opposing claim or argument   Summative assessment:  Source based argument essay aligned to the Regents exam about an author's choices and themes using one of the suggested texts.  Discussion questions  What are morals? What are ethics? How does one establish morals?  What are qualities of a virtuous person?  Does Atticus Finch have character traits of a hero?  Why is the right decision often the toughest?  Task 3 – Text Analysis –To Kill a Mockingbird (located in English 10 Q2 folder) |
| Electronic Resources  Nearpods/Forms/Videos | Enrichment/Scaffolding | |
| *Atticus Finch – Closing Argument*  <https://www.youtube.com/watch?v=tNxrnOC_WTs>  [To Kill a Mockingbird John Green Nearpod Part 1](https://share.nearpod.com/e/gluzdmtGoib)  [To Kill a Mockingbird John Green Nearpod Part 2](https://share.nearpod.com/e/Clqm2qzGoib)  *12 Angry Men, Juror 9*  <https://www.youtube.com/watch?v=c2m_9t3v-E8> | Practice writing claims, conducting analysis, and incorporating multimedia with the film versions of certain texts: *(for example)*  Read closely Atticus Finch’s closing argument on pages \_ to \_. Explain some words or phrases you believe reinforce Atticus’s defense of Tom Robinson. In the film version of the same scene, do these words or phrases remain unchanged? Why do you think the director would have chosen to either leave these words and phrases exactly as written in the text or change them for the film?  How do the physical actions of each juror reflect intensity of words and phrases part of their speaking lines?  [www.membean.com](http://www.membean)  Career Exploration/Enrichment: What are the various jobs you can have in the court system?  <https://www.uscourts.gov/careers>  <https://www.uscourts.gov/careers/who-works-judiciary>  Select one job associated with the judiciary system and research it.  OR  Select a court case in the last 5 years, read about it, research 2 related articles and create a final product to share.  (Choices include: 5 slide PowerPoint or reflection essay: both have note sheet documenting research process).  <https://www.justice.gov/civil/current-and-recent-cases> | |

Q3

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| **Suggested Literature**  **(*\*Additional resources and copies of texts, can be found in the shared English 9 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.*** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 9 Folder in English team for various resources and tasks)**  **\*\*Use suggested texts and resources to address the following questions and tasks** |
| *Fahrenheit 451* (1953)  Ray Bradbury  *Lord of the Flies* by William Golding  *Animal Farm* by George Orwell  *The Road by Cormac McCarthy*  *Night* (1960)  Elie Wiesel  Russell Means – Opening Statement to the US Senate (1989)  Robert F. Kennedy – Remarks on the Assassination of Martin Luther King (1968)  Franklin D. Roosevelt - “What is an American?” (1941) | Logos – Logic  Pathos – Emotion  Ethos – Ethics and Credibility  Irony  Allegory  Strong Knowledge of following literary elements and writing strategies are particularly useful in preparing for writing the NYS Regents Text Analysis/Part III:    Imagery  Diction  Tone  Mood  Metaphor  Simile  Setting  Symbolism  Syntax | 1. Why do writers develop dystopias in literature? *Thematic/Literary*    2. How do writers use rhetorical devices, such as irony, in order to develop an argument regardless of genre? *Thematic/Literary*    3. What is an effective way to develop and organize a strong argument in writing? How should I revise it? *Writing*    4. How can I use rhetorical strategies to strengthen an argument that I am writing? *Writing*  5. How can I use peer discussion in order to more deeply analyze a dystopian text? *Discourse/ College Readiness*  Teachers will employ multiple forms of formative assessments during the course of each class. Questions regarding Diction, Mood, Tone, Central Idea, Setting, Plot to be addressed in journals and through **formative assessments:** class discussions, catch and release, think/pair/ share/write/ draw activities among others. Teachers will emphasize Central Idea identification and development through study of literary elements and writing strategies. Students will continue to rely on direct evidence from the text to support explanation and analysis.  **Students will read *Farenheit 451 whole class and read one of the other suggested reading choices (LoTF, AF, or Road) independently.***  *Teacher will use guided questions for quizzes and discussion for Farenheit 451.*  Assessment and Evaluation will demonstrate that the student can:   * Identify a clear central idea and writing strategy * Demonstrate an analysis of how the writing strategy develops the central idea * Provide sufficient evidence from the assigned text to support the analysis * Organize and present ideas effectively   Summative assessment:  Text analysis response aligned to the Regents exam requiring students to identify a central idea and writing strategy. In the response the student is to show how the central idea is developed through the identified strategy with sufficient evidence from the text.  Students will respond to an on-demand Independent Reading prompt asking them to highlight major elements of dystopian literature and text elements.  [Unpacking Dystopian Unit with student journal resources](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EaPR-z9u-aRIgp2Wv8nrSRsBCe9vKPqAcJfYBencsTQRWg) |
| Electronic Resources  Nearpod/Forms/Videos | Enrichment/Scaffolding | |
| Electronic Resources  Nearpod/Forms/Videos  Russell Means Addresses Congress  <https://www.americanrhetoric.com/speeches/russellmeanssenatetestimony.htm>  *Fahrenheit 451* Audio Book Parts I, II and III  <https://www.youtube.com/watch?v=9gLgQyI0TRY>  <https://www.youtube.com/watch?v=uq0MdB-P-Zs>  <https://www.youtube.com/watch?v=y2cEx_wdXgc>  <https://americanliterature.com/dystopian-stories> (Links to Dystopian Future resources and additional titles)  [Journal Entries prompts and formative assessment material](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/EaPR-z9u-aRIgp2Wv8nrSRsBCe9vKPqAcJfYBencsTQRWg)  [Teaching Rhetoric in student writing](https://nfschools-my.sharepoint.com/:w:/g/personal/bcollins_nfschools_net/Ee7wAPGxYTFJuB7SJgXpOekBdE0LN23cblNktQEkCFvwDw) | Using allusion to reinforce the development of central idea:  “There Will Come Soft Rains” by Sara Teasdale (Poem), “There Will Come Soft Rains” (short story) by Ray Bradbury, and “Dover Beach” by Matthew Arnold  Poetry suggestions containing similar themes and ideas to compliment the above suggested pieces, reinforce student identification of central idea, and assist with the recognition of literary elements and writing strategies: “I, Too” by Langston Hughes, “Testimony” by Dan Pagis, “Phenomenal Woman” by Maya Angelou.  Summative assessment:  Students will create a podcast or write an evaluative essay identifying how the elements of dystopian literature was present in one of the books they read in class and a piece of media (movie, television show, or music) of their choice. | |

Q4

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| **Suggested Literature**  **(*\*Additional resources and copies of texts, can be found in the shared English 10 folder. Resources include pdfs of texts, guided questions, and supplemental resources/skill building, and unit end assessments as PDF Files.*** | **Literary Elements and Techniques** | **Assessments and Evaluation\**  **(See Grade 10 Folder in English team for various resources and tasks)**  **\*\*Use suggested texts and resources to address the following questions and tasks** |
| ***Into the Wild by John Krakauer***  ***“To Build a Fire” by Jack London***  ***“The Seventh Man” by Haruki Marukami***  ***“Song of Myself” by Walt Whitman***  ***Excerpts from “Walden” by Henry David Thoreau***  ***“The Open Boat” by Stephen Crane***  ***“Birches” by Robert Frost***  ***Hamlet by William Shakespeare*** | Theme  Symbolism  Motifs | What is the human connection to nature?  What is the human’s role in society?  What is the human’s role to self and others?  Discussion questions: How is nature beautiful yet terrifying?  Do humans have an obligation to nature?  Are humans responsible for their own downfall? |
| Electronic Resources  Nearpod/Forms/Videos | Enrichment/Scaffolding | |
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