

10H Curriculum Overview—J. Clayton

TOPIC & MONTH	CONTENT	SKILLS	ASSESSMENT	CFU
Mythology Sept. 6-October 9	<ul style="list-style-type: none"> • <u>Heroes, Gods & Monsters</u>--Evslin • "Words from the Myths" 	<ul style="list-style-type: none"> • Close reading • Determining central idea • Citing text-based evidence • Forming Questions • Narrative Writing • Literary analysis • Revision • Engaging in evidence-based discussion of texts • Vocabulary development • AIR—self select and read texts based on interest 	<ul style="list-style-type: none"> • Summary of a myth • Monologue from character's perspective • Central idea paragraph • Reading and vocabulary quizzes • Illustrated poster of word from the myths • Visual representation of text passage 	<ul style="list-style-type: none"> • Pair share • Gallery Walk • Peer edit • Quizzes • Quick writes • Teacher monitoring
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R.1, 2 • W. 2,3 • SL. 1 • L. 1,2,4 			
Poetry October 10—November 9	Poetry packets of accessible published poems	<ul style="list-style-type: none"> • Chunking poem for units of thought • Making connections to literature • Creating a multi-media representation of a poem 	<ul style="list-style-type: none"> • Favorite poem response/ reflection • Explication of a poem • Poetry multi-media project • Fishbowl on poems 	<ul style="list-style-type: none"> • Silent discussion • Turn and talk • Teacher monitoring of steps in power point and writing process

		<ul style="list-style-type: none"> • Determining central idea • Identifying literary elements used in a poem • Forming Questions • Explicating a poem • Prepared reading of a poem to enhance meaning • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 		
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1,2,4,5,9 • L. 2,4,5 • SL. 1,5 • L.1,2,4,5 			
Future Career November 12--20	<ul style="list-style-type: none"> • Occupational Handbook and other career information websites 	<ul style="list-style-type: none"> • Research • Selecting appropriate evidence • Paraphrasing • Integrating multiple sources • MLA citation • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Creating a future career research--based essay 	<ul style="list-style-type: none"> • Teacher monitoring of process

	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1 • W. 2,5,6,7 • L. 1,2,4 			
Dialogue Writing/ Grammar November 26-30	<ul style="list-style-type: none"> • Sample published and student dialogues 	<ul style="list-style-type: none"> • Narrative writing • Dialogue punctuation rules • Revision • Editing • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Creating an original dialogue 	<ul style="list-style-type: none"> • Gallery walk • Peer edit
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • W. 3 • L. 1,2,4 			
Regents Review Dec.3-20	<ul style="list-style-type: none"> • June 2018 regents and exemplars 	<ul style="list-style-type: none"> • M/C strategies for success • Determining central idea • Identifying literary elements used in a text • Writing a text analysis essay • Identifying supporting reasons for and against an issue in a text • Structuring and writing a written argument • Integrating sources • Paraphrasing 	<ul style="list-style-type: none"> • Completing all three tasks on the June 2018 regents 	<ul style="list-style-type: none"> • Pair share • Gallery walk • Peer edit • Teacher monitoring of process

		<ul style="list-style-type: none"> • MLA citation • Revision • Editing • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 		
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1,2,3,8,9 • W. 1,2,5,7 • L. 1.2.4 			
Shakespeare January 7-February 15	<ul style="list-style-type: none"> • <u>Macbeth</u> 	<ul style="list-style-type: none"> • Close reading • Determining central idea • Citing text-based evidence • Forming Questions • Narrative Writing • Persuasive Writing • Revision • Paraphrasing • Recitation • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Adaptation of a scene • Persuasive essay 	<ul style="list-style-type: none"> • Turn and talk • Reading quizzes • Gallery walk • Quick write • Teacher monitoring
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1,2,3,9 • W. 2,3,5 • SL. 1,6 • L. 1,2,4,5 			

<p>Novel February 25—March 29th</p>	<ul style="list-style-type: none"> • <u>To Kill a Mockingbird</u> 	<ul style="list-style-type: none"> • Close reading • Reading on a figurative level--symbolism • Determining theme • Citing text-based evidence • Forming Questions • Literary analysis • Revision • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Significant Quote identification • Close reading of several key passages • Literary analysis essay 	<ul style="list-style-type: none"> • Reading quizzes • Silent discussion • Small group/whole class discussion
	<p>STANDARDS: NYS Next Generation ELA Standards</p> <ul style="list-style-type: none"> • R.1, 2, 3, 5, 9 • W. 4,5 • SL. 1 • L. 1,2,4 			
<p>Regents Review April1-12</p>	<ul style="list-style-type: none"> • August 2018 regents and exemplars 	<ul style="list-style-type: none"> • M/C strategies for success • Determining central idea • Identifying literary elements used in a text • Writing a text analysis essay • Identifying supporting reasons for and against an issue in a text 	<ul style="list-style-type: none"> • Completing all three tasks on the August 2018 regents 	<ul style="list-style-type: none"> • Pair share • Gallery walk • Peer edit • Teacher monitoring of process

		<ul style="list-style-type: none"> • Structuring and writing a written argument • Paraphrasing • MLA citation • Revision • Editing • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 		
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1,2,3,8,9 • W. 1,2,5,7 • L. 1.2.4 			
Research April 22-May 9	<ul style="list-style-type: none"> • Topic TBD 	<ul style="list-style-type: none"> • Research • Selecting appropriate supporting evidence • Integrating sources • Paraphrasing • Structuring and writing an informative/ explanatory text • MLA citation • Revision • Editing • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Writing a research based informative or explanatory essay • Collaborative presentation of findings 	<ul style="list-style-type: none"> • Quick writes • Pair share • Gallery walk • Peer edit • Teacher monitoring of process

	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R. 1 • W. 2,5,6,7 • SL. 1,4,5,6 • L. 1,2,4 			
Short Story May 13—May 24	<ul style="list-style-type: none"> • Selection of 7-8 stories including “Sucker”, “The Scarlet Ibis”, “Monk”. 	<ul style="list-style-type: none"> • Close reading • Reading on a figurative level--symbolism • Determining theme • Citing text-based evidence • Forming Questions • Literary analysis of a theme across two or more stories • Revision • Engaging in evidence-based discussion of texts • Vocabulary development • AIR 	<ul style="list-style-type: none"> • Literary analysis of a theme across two or more stories 	<ul style="list-style-type: none"> • Reading quizzes • Quick writes • Pair share • Small group/whole class discussion
	STANDARDS: NYS Next Generation ELA Standards <ul style="list-style-type: none"> • R.1, 2, 3, 5, 9 • W. 4,5 • SL. 1 • L. 1,2,4 			
Novella May 20th—June14	<ul style="list-style-type: none"> • <u>House on Mango Street</u> 	<ul style="list-style-type: none"> • Close reading • Identifying literary elements • Determining theme • Citing text-based evidence • Forming Questions • Literary analysis • Revision 	<ul style="list-style-type: none"> • Creating a multi-media power point that illustrates the development of a central theme over the course of the novel 	<ul style="list-style-type: none"> • Gallery walk

		<ul style="list-style-type: none">• Engaging in evidence-based discussion of texts• Vocabulary development• AIR		
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