

**Curriculum Map: Comprehensive I English
Cochranton Junior-Senior High School
English**

Course Description: This course is the first of a series of courses designed for students who are not planning a four-year college career after high school, but who may be considering a two-year program or a technical school. Students will cover the aspects of reading, writing, listening, and speaking. *Romeo and Juliet* will be read as an introduction to Shakespeare. American and World Literature will be examined. Technology will be incorporated with the research project.

Unit Title: Short story

Suggested time frame: 4 -6 weeks

Standards:

CC.1.2.9-10 Reading Informational Text: Students read, understand, and respond to informational text – with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

- How do authors convey purpose and meaning in literature?
- How does literature contribute to an understanding of ourselves?
- How do various literary criticisms impact the interpretation of a text?
- How does a writer use literary devices for specific effects in a story?

Competency	Vocabulary	Strategy	Resource
Fiction – - Comprehend and interpret author's purpose before, during, and after reading; demonstrate fluency; - classify works of literature from different cultures and time periods; - examine the important philosophical, religious, social,	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, bias, voice, fact/opinion, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing,	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Paideia, anticipation guides, SQ3R	<i>Literature: Reader's Choice-Course 4</i> Supplemental fiction and nonfiction

<p>political, or ethical ideas of the time; - identify and analyze the differing characteristics of literary genres and universal themes with textual evidence</p> <p>Non Fiction – - Comprehend and interpret author's purpose, author's effectiveness, text organization and text structure before, during, and after reading; - demonstrate fluency; - distinguish among facts, opinions, evidence, inference, and essential and nonessential information; - make inferences and draw conclusions; - analyze connections between literature and historical periods; - examine the important philosophical, religious, social, political, or ethical ideas of the time; - identify and analyze the differing characteristics of literary genres and universal themes with textual evidence</p>	<p>irony, supporting details, main idea, narrator, symbolism, headings, graphics, charts</p>		
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Unit Title: Poetry

Suggested time frame: 1 – 2 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

How is poetry both similar to and different from prose?
How does understanding a poet's life and historical context help us understand a poem?
How can we determine the theme or underlying meaning of a poem?
How many different ways can we sort and classify poems?
How does a writer use poetic devices for certain effects in the poem?

Competency	Vocabulary	Strategy	Resource
- Identify, explain, interpret, and analyze the effects of sound, form, and structure of poems, as well as the characteristics of genres; - Identify the differing characteristics of literary genres	Figurative language, imagery, allegory, symbolism, inference, rhyme, meter, scansion, alliteration, onomatopoeia, sonnet, personification, metaphor, simile, hyperbole, poetic forms	Read aloud, discussion, scansion, paraphrasing, talking to the text, formative and summative assessments, think aloud	<i>Literature: Reader's Choice-Course 4</i> <i>Poetry Out Loud</i> online resources

Unit Title: Drama

Suggested time frame: 4 - 6 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

How is a play similar to and different from prose and poetry?
How has Shakespeare influenced contemporary language and culture?
What universal themes are present in the play, and how are they relevant today?
How can we use reading strategies to help us understand the language and syntax used by Shakespeare?

Competency	Vocabulary	Strategy	Resource
- Identify, interpret, and analyze how dramatic conventions support, interpret, and enhance dramatic script; - Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence	Stage directions, monologue, dialogue, soliloquy, dialect, chorus, dramatic structure, pun, comic relief, foil, paradox	Read aloud, role playing, pantomime, class discussion, formative and summative assessments, think pair share, paraphrase	<i>Literature: Reader's Choice-Course 4</i> <i>Romeo and Juliet</i> Various film adaptations

Unit Title: Novels

Suggested time frame: 6 - 12 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

Essential Questions:

How do historical circumstances impact the author’s choices and/or characters’ decisions?
 How are larger social themes reflected in the literature?
 Why is this work of literature important to your life, the world and humanity in general?
 How do various literary criticisms impact the interpretation of a text?
 How does a writer use literary devices for specific effects in a story?

Competency	Vocabulary	Strategy	Resource
Fiction – - Comprehend and interpret author’s purpose before, during, and after reading; demonstrate fluency; - classify works of literature from different cultures and time periods; - examine the important philosophical, religious, social, political, or ethical ideas of the time; - identify and analyze the differing characteristics of	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author’s purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking to the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Paideia, anticipation guides, SQ3R	<i>The Giver</i> ; Selections may include but are not limited to novels that are part of the 7th and 8th grade curriculum that have not been taught.

literary genres and universal themes with textual evidence			
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Unit Title: Research

Suggested time frame: 4 - 6 weeks

Standards:

CC.1.4.9-10: Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

Essential Questions:

How can accurate research improve your understanding of a topic?
 What are the common characteristics and techniques of good research?
 What purposes does researching serve in the real world?

Competency	Vocabulary	Strategy	Resource
<ul style="list-style-type: none"> - Focus on a clear research question; - Gather and evaluate information; - Conduct inquiry-based research on topic; - Evaluate sources; - Organize information and data relevant to the topic; - Distinguish between one's own ideas and the ideas of others; - Make inferences and draw conclusions from research; - Demonstrate the distinction between one's own ideas from the ideas of others 	Research, primary source, secondary source, bias, works cited (reference page), in-text citations, heading vs. header, accuracy, validity, appropriateness, importance, social context, cultural context, classifying (more specific), categorizing (more general), sequencing	Note cards and/or outlining and/or listing, source cards are optional, rubrics	Media Center resources Databases Websites

Unit Title: Mythology

Suggested Time Frame: 1-2 weeks

Standards:

CC.1.3.9-10: Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

CC.1.5.9-10: Speaking and Listening: Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussions.

Essential Questions:

What are the common patterns and motifs found in myths?
How do different cultures explain the beginning of the world, the origin of man, or natural phenomenon?
How do ancient cultures affect our modern culture?

Competency	Vocabulary	Strategy	Resource
- Comprehend, interpret, and evaluate author's purpose before, during, and after reading; demonstrate fluency - classify works of literature from different cultures and time periods - examine the important philosophical, religious, social, political, or ethical ideas of the time	Tone, mood, theme, character, characterization, point of view, figurative language, style, inference, genre, literary devices, literary elements, setting, plot, voice, allusion, author's purpose, conflict, context clues, dialect, dialogue, flashback, foreshadowing, irony, supporting details, main idea, narrator, symbolism	Independent reading, summative and formative assessments, class discussion, graphic organizers, talking-to-the text, think-aloud, QAR, 25-word summary, anticipation guides, think-pair-share, Socratic Seminar, Paideia,	<i>Literature: Reader's Choice-Course 4</i> Various online resources

<p>- Identify and analyze the differing characteristics of literary genres and universal themes with textual evidence.</p>			
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