

West Greene High School

English I Curriculum Map

Jeanette Duryea, Teacher

	August / January	September / February	October / March	November / April	December / May
Essential Questions	<ul style="list-style-type: none"> +How do the elements of plot, setting, characters, point of view, and theme combine to create a short story? +What are the criteria for a well-developed expository composition? +What is the importance of writing a rough draft? +What is the importance of editing and revising one's own writing? +In what ways may fragments and run-ons be prevented or corrected in sentence structure? +In what ways may simple sentences be varied or enhanced in structure? +How do the eight parts of speech function within sentences? 	<ul style="list-style-type: none"> +What is an epic poem? +How has Homer's <i>Odyssey</i> contributed to literature? +In what ways may literature imitate life? +What additional skills are needed when creating an original myth-based skit and later performing it as live drama? +What are the rules for subject/verb agreement? +What are the basic parts of a sentence? +How can sentence diagramming be beneficial to understanding parts of a sentence? +What is the function of a narrative essay? 	<ul style="list-style-type: none"> +How do the elements of plot, setting, characters, point of view, and theme combine to create a novel? +What are some major themes of the novel <i>Great Expectations</i>/ <i>Call of the Wild</i>? +In what ways did Dickens write in order to both inform and reform the society of his era? +What is the importance of setting and point of view in <i>Call of the Wild</i>? +In what ways may a classic novel be compared to a visual interpretation based on the novel? +What is the importance of correct use of quotation marks and underlining? +What are the rules for possessive elements? +What are the rules for degrees of comparison? +What is the function of a descriptive essay? 	<ul style="list-style-type: none"> +How does poetry differ from prose writing? +How does figurative language differ from literal language? +How do lyric, descriptive, and narrative poetry differ? +What is the function of a persuasive essay? +What is the difference between fact and opinion? +What are the criteria for an effective persuasive essay? +What are the rules for correct usage of pronouns in the nominative and objective case? +What additional skills are needed when presenting an oral report as opposed to a written one? 	<ul style="list-style-type: none"> +What is the significance of Shakespeare's contribution to poetry and drama? +How does drama differ from other genres? +What are the features of an Elizabethan sonnet? +What is iambic pentameter? +How does a tragedy differ from a comedy? +What is the classic appeal and impact of the tragedy <i>Romeo and Juliet</i>? +In what ways may a classic drama be compared to an artistic, visual interpretation based on the script? +How may verbals and verbal phrases be used to improve one's writing? +What is the importance of creating an original Elizabethan-style sonnet as a means of self-expression?
Content	<ul style="list-style-type: none"> +Short story unit (4 weeks total) "Sonata for Harp and Bicycle" "The Cask of Amontillado" "The Interlopers" "The Most Dangerous Game" +Prepositions and prepositional phrases +Simple subjects, verbs, and verb phrases +Sentence diagramming incorporating review of parts of speech: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and interjections +Journal writing daily using teacher prompts which provide set and follow-up for all reading selections +Expository composition- Comparison/contrast +Vocabulary building (text materials) +Vocabulary worksheets (UP) 	<ul style="list-style-type: none"> +Completion of short story unit (4 weeks total) "The Secret Life of Walter Mitty" "Blues Ain't No Mockin' Bird" "The Gift of the Magi" "The Necklace" +Olympian gods and goddesses +Greek mythology practiced as a religion +The <i>Odyssey</i>, Parts I and II (2 weeks) +Figurative language: simile, metaphor, personification, epic simile, dramatic irony +Sentence patterns: S/V, S/V/V/C, S/V/SC +Sentence diagramming, continued +Subject/verb agreement rules +Journal writing daily using teacher prompts which provide set and follow-up for all reading selections +Vocabulary building (text materials) +Vocabulary worksheets (UP) 	<ul style="list-style-type: none"> +Novel unit (5-6 weeks total) <i>Great Expectations</i>, Stages 1 and 2 / <i>Call of the Wild</i>, chapters 1-4 +Quotation marks and underlining +Direct and indirect quotations +Possessive nouns, singular and plural +Positive, comparative, and superlative degrees in comparisons of modifiers +Avoiding double comparisons +Avoiding double negatives +Planning and writing a descriptive essay +Methods for sentence combining +Techniques for revising writing +Journal writing daily using teacher prompts which provide set and follow-up for all reading selections +Vocabulary building (text material) +Vocabulary worksheets (UP) 	<ul style="list-style-type: none"> +Completion of novel unit (5-6 weeks total) <i>Great Expectations</i>, Stage 3 / <i>Call of the Wild</i>, Chapters 5-7 +Fact and opinion, persuasive techniques +Planning and writing a persuasive essay +Poetry unit (3 weeks total) Lyric, descriptive, and narrative styles Rhymed, free verse, and blank verse forms Alliteration, onomatopoeia, and imagery Simile, metaphor, personification +Student selection of poem on which he will become an "expert"—poet's biography, poem analysis, vocabulary, additional creative method of representing ideas from poem (art, music, acoustic, drama, etc.) +Journal writing daily using teacher prompts which provide set and follow-up for all reading selections 	<ul style="list-style-type: none"> +Completion of poetry unit +Understanding Elizabethan language: archaic and obsolete words +Understanding Elizabethan customs and beliefs as mentioned in <i>Romeo and Juliet</i> +Elizabethan sonnet form +Composing an original sonnet on a subject chosen from suggested topics (4 weeks) +Listening to Elizabethan music in class while working on sonnet +<i>Romeo and Juliet</i>, Acts 1-5 +Journal writing daily using teacher prompts which provide set and follow-up for all reading selections +Unit on correct usage and punctuation with verbals and verbal phrases: gerunds, participles, and infinitives
Skills	<p>Writing</p> <ul style="list-style-type: none"> +Journal writing daily 1.01, 1.02, 1.14 +Expository writing 1.02, 1.03, 1.04, 1.11 +Applying transitional devices 1.09, 1.11, 1.12 +Comparison/contrast of short story "The Most Dangerous Game" with video version "The Hunt" 1.05, 1.06, 1.07, 1.08, 1.10, 1.11, 1.13 +Observing prescribed format as directed by teacher for manuscripts 1.11, 1.12 	<p>Writing</p> <ul style="list-style-type: none"> +Journal writing daily 1.01, 1.02, 1.14 +Narrative writing 1.02, 1.03, 1.04, 1.11 +Creating additional, original fantasy to parallel Thurber's style for <i>Walter Mitty</i> 1.10, 1.14 +Analyzing and creating characterization 1.07 +Note-taking during mythology unit 1.01, 1.05 +Five-paragraph essay, leadership of <i>Odysseus</i> +Multi-media mythology research 1.13, 1.15 	<p>Writing</p> <ul style="list-style-type: none"> +Journal writing daily 1.01, 1.02, 1.14 +Descriptive essays 1.02, 1.09 +Application of aids to expression: using a thesaurus 1.12 +Editing and revision skills 1.12, 1.11, 1.09 +Assessing recurring errors in samples from writing portfolio 1.11, +Improving and enhancing writing by using sentence combining techniques 1.05 	<p>Writing</p> <ul style="list-style-type: none"> +Journal writing daily 1.01, 1.02, 1.14 +Five-paragraph essay (timed, in class) +Essay in defense of student's preferred ending of <i>Great Expectations</i> 1.02, 1.03, 1.04, 1.05, 1.06, 1.07, 1.08, 1.10, 1.11, 1.12, 1.13, 1.14, 1.15 +Note-taking during poetry unit 1.07, 1.01 +Written interpretation of chosen poem 1.07, 1.08, 1.13, 1.14, 1.15 	<p>Writing</p> <ul style="list-style-type: none"> +Creative writing (sonnet) incorporating possible use of "poetic license" 1.02, 1.05, 1.15 +Applying standard rules of capitalization, punctuation, and spacing of stanzas for sonnet +Write "news story" relating the student's idea of the event which started the Montague-Capulet feud 1.14, 1.15, 1.04, 1.05 +Critical essay evaluating the timely relevance of <i>Romeo and Juliet's</i> message (UP) 1.14