

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