

# Reading Public Schools

Instilling a joy of learning and inspiring the innovative leaders of tomorrow



## English

## SCP English 10: The Search for Self

### Course Description

This full-year course will explore the theme of self-discovery. As students read works of literature that explore this enduring theme, they study the ways in which one's search for self is influenced by history, culture, language, and politics. Writing instruction focuses on literary analysis essay writing. Works studied include *The Catcher in the Rye*, *Night*, and *A Raisin in the Sun*, in addition to Transcendentalist literature, short stories, novels, and nonfiction pieces.

### Reading & Writing Skills

#### READING

##### MA Curriculum Frameworks Standards RL.1-RL.10

- Cite strong and thorough textual evidence
- Determine a theme or central idea
- Analyze development of complex characters
- Determine figurative or connotative meanings of words and phrases
- Analyze how an author's choice creates effect
- Analyze character's point of view
- Analyze a critical response to a work or body of literature
- Analyze how an author draws on or transforms source material
- Independently and proficiently read and comprehend literary texts

##### MA Curriculum Frameworks Standards RI.1-RI.3

- Cite strong and thorough textual evidence
- Determine a central idea
- Analyze how an author unfolds an analysis

#### WRITING

##### MA Curriculum Frameworks Standards W2-6, 9-10

- Write informative/explanatory texts
- Write narratives
- Produce clear and coherent writing
- Develop and strengthen writing
- Use technology to display information
- Draw evidence from texts to support written analysis
- Write routinely over extended timeframes

### Language, Speaking, & Listening Skills

#### SPEAKING & LISTENING

##### MA Curriculum Frameworks Standards SL.1-SL.6

- Initiate and participate effectively in collaborative discussions
- Integrate multiple sources of information
- Evaluate a speaker's point of view
- Present information and evidence clearly and concisely
- Make strategic use of digital media
- Adapt speech to a variety of contexts and tasks

#### LANGUAGE

##### MA Curriculum Frameworks Standards L.1-L.6

- Demonstrate command standard English grammar conventions and usage in writing
- Apply knowledge of language to understand how language functions
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases
- Demonstrate an understanding of figurative language
- Acquire & use grade-appropriate words

<b>Units</b>	<b>Essential Questions</b>	<b>Key Activities</b> <b>MAY include...</b>
<b>Literary Analysis Essay Writing</b>	<ul style="list-style-type: none"> <li>• How do the parts of an essay work together to create an organized and cogent piece?</li> <li>• What makes an effective thesis?</li> <li>• What makes an effective body paragraph?</li> <li>• What constitutes effective selection and use of evidence?</li> <li>• What constitutes effective analysis?</li> </ul>	<ul style="list-style-type: none"> <li>• Essay Planning</li> <li>• Thesis Writing</li> <li>• Quote incorporation exercises</li> <li>• Peer Editing</li> <li>• Grammar Exercises</li> </ul>
<b>Transcendentalism (Excerpts from Emerson and Thoreau)</b>	<ul style="list-style-type: none"> <li>• How can we engage with nature and ourselves in a world dominated by technology?</li> <li>• Why do we conform and give up our personal freedoms for the structure of society?</li> <li>• What can we gain from simplifying our life?</li> </ul>	<div style="border: 1px solid black; padding: 10px;"> <ul style="list-style-type: none"> <li>• Close reading</li> <li>• Socratic seminars</li> <li>• Analytical essays</li> <li>• Vocabulary study</li> <li>• Creative projects</li> <li>• Film analysis</li> <li>• Scene reenactments</li> </ul> </div>
<b><i>The Catcher in the Rye</i></b>	<ul style="list-style-type: none"> <li>• How is being a teenager different from being a child or an adult? How does a person gain a mature perspective on life?</li> <li>• What are the effects of social alienation?</li> <li>• How can a single, traumatic event affect a child's development?</li> <li>• To what extent can childhood innocence and naiveté be protected?</li> </ul>	
<b><i>Night</i></b>	<ul style="list-style-type: none"> <li>• How can the human spirit persevere in the face of atrocity?</li> <li>• What contributes to the process of dehumanization, and what effects does dehumanization have on an individual?</li> </ul>	
<b><i>A Raisin in the Sun</i></b>	<ul style="list-style-type: none"> <li>• What happens to a dream deferred?</li> <li>• How does an author use literary elements to create meaning?</li> <li>• How is discrimination woven into social, racial, political issues, and family structures?</li> </ul>	
<b>Choice Text</b> A study of one of the following may occur, if time allows: <i>Into the Wild</i> , <i>Persepolis</i> , <i>The Absolutely True Diary of a Part-Time Indian</i> , <i>The Bell Jar</i> , Poetry, and/or Independent reading (student choice)	<ul style="list-style-type: none"> <li>• Varies under the theme "The Search for Self"</li> </ul>	

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## Curriculum Guide Overview

### Curriculum Guide

Curriculum guides are public documents aligned with the Massachusetts Department of Education Curriculum Frameworks. They focus on the set of standards that students will learn within certain disciplines at appropriate grade levels. Each area of the curriculum is divided into general strands (broad categories) under which the standards fall. When we discuss “standards-based education” we mean that students are measured against their proficiency and growth towards meeting these standards. Curriculum Guides are intended for teachers, parents, and the wider school community as an overview document of the course of study for the year.

### Curriculum Map

Curriculum maps are internal documents utilized as planning tools for teachers. Curriculum maps keep a focus on the end-of-year standards and chart a course for the teaching and learning over the year. They are typically organized in a grade-level overview organized by month or marking period. Curriculum maps typically include; standards and expectations for the grade/content, essential skills/concepts, methods of assessment, and major content resources. Maps are never “done” as ongoing work of educators include revisions, additions, and revisits to the maps. They provide an overview for the year while also allowing educators to see a vertical picture of how the content develops as students progress through each grade.

### Standards

The standards used as the foundation of our curriculum come directly from the Massachusetts Department of Education Curriculum Frameworks. State standards may be viewed here: <http://www.doe.mass.edu/frameworks/>

### Essential Questions

Essential questions are questions that are not answerable with an easy answer or a simple instruction. The purpose of essential questions is to provide opportunities for inquiry into the learning and act as an umbrella to anchor the unit/lesson.

### Activities

Activities identified in Curriculum Guides are not intended to be exhaustive, nor are they intended to be prescriptive. The activities identified may function as formative and summative assessments. Other activities may be included. Complexity of activities varies by course level.

### Close Reading

Close reading is observation, interpretation, and critical analysis of a text that focuses on significant details or patterns in order to develop a deep and relevant understanding. Close reading involves annotating, note-taking, and a concentrated effort.

### Analysis

Analysis is examining the parts of visual or written text in order to understand the whole text and author’s purpose. Analytical writing requires defending an original argument (thesis) and supporting it with evidence and insight in order to make meaning and arrive at understanding.

### Socratic Seminar

A formal discussion, based on a text, in which students ask open-ended questions. Within the context of the discussion, students listen closely to the comments of others, thinking critically for themselves, and articulate their own thoughts and responses to others. Teachers structure Socratic seminars in a variety of ways depending on the needs of the lesson and class.

(Definition modified from NCTE ReadWriteThink, <http://www.readwritethink.org/professional-development/strategy-guides/socratic-seminars-30600.html>)