

**Advisory Curriculum Council  
Curriculum Guide**

In Stage 1, please complete the columns in blue (Topic, Pacing, Unit, Standards, Essential Questions and Enduring Understandings, and Vocabulary and Concepts). In Stage 3, please complete the columns in green (Learning Targets, Materials, Assessments). Add additional rows as needed.

Course Name:	Pre-AP English 10
Course Number:	115
Level:	High School - Sophomore

Topic	Pacing	Unit	Standards	Essential Questions and Enduring Understandings	Learning Targets	Vocabulary and Concepts	Materials	Assessments
<b>Dystopian Literature, Reading for Leisure, and Writing</b>	~6 weeks during the summer  1-2 weeks during start of the year	Summer Reading	<b>Reading Literature</b>  Key Ideas and Details - RL.9-10.1 - RL.9-10.2 - RL.9-10.3  Craft and Structure - RL.9-10.4 - RL.9-10.5 - RL.9-10.6  <b>Writing</b>  Text Types and Purposes - W.9-10.1 - W.9-10.1.A - W.9-10.1.D - W.9-10.1.E	Is a dystopian society possible in reality?  What challenges does 21st century technology present?  What is good writing? What does good writing look like?  How do very different stories follow the same pattern?  What is the meaning of the work as a whole? How can I develop my understanding of the meaning?	<ul style="list-style-type: none"> <li>- I can identify the key characteristics of a dystopian society.</li> <li>- I can identify the central elements of good writing.</li> <li>- I can identify common elements and patterns within a story.</li> </ul>	<ul style="list-style-type: none"> <li>- Dystopian terms</li> <li>- Writing terms</li> <li>- Archetypal Patterns and The Hero's Journey</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Ready Player One</i> by Ernest Cline</li> <li>- <i>Ender's Game</i> by Orson Scott Card</li> <li>- Pre-AP English 10 Summer Reading Packet</li> </ul>	<ul style="list-style-type: none"> <li>- Timed AP-Style Essay</li> <li>- Dialectical Journal for either <i>Ready Player One</i> or <i>Ender's Game</i></li> </ul>

			<ul style="list-style-type: none"> <li>- W.9-10.2</li> <li>- W.9-10.2.A</li> <li>- W.9-10.2.B</li> <li>- W.9-10.2.E</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>- W.9-10.4</li> <li>- W.9-10.5</li> </ul> <p>Range of Writing</p> <ul style="list-style-type: none"> <li>- W.9-10.10</li> </ul>					
<b>Plagiarism</b>	2-3 days	Plagiarism	<p><b>Writing</b></p> <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> <li>- W.9-10.8</li> </ul>	<p>What are the differences between collaborative learning and cheating?</p> <p>What exactly is plagiarism? What does it look like?</p> <p>How can I avoid plagiarism and copying in my own work?</p>	<ul style="list-style-type: none"> <li>- I can explain the differences between collaborative learning and cheating.</li> <li>- I can cite my sources properly and correctly.</li> </ul>	<ul style="list-style-type: none"> <li>- Integrity</li> <li>- Plagiarism/cheating</li> </ul>	<ul style="list-style-type: none"> <li>- English Department Plagiarism Guide</li> <li>- Turnitin.com</li> </ul>	<ul style="list-style-type: none"> <li>- English Department Plagiarism Quiz</li> </ul>
<b>Dystopian Literature</b>	9 weeks	Dystopian Literature	<p><b>Reading Literature</b></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>- RL.9-10.1</li> <li>- RL.9-10.2</li> <li>- RL.9-10.3</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>- RL.9-10.4</li> </ul>	<p>What are the common characteristics that define a dystopian society?</p> <p>How can I spot the common characteristics of dystopia in fiction and reality?</p>	<ul style="list-style-type: none"> <li>- I can identify the key characteristics of dystopian literature/a dystopian society</li> <li>- I can identify and explain</li> </ul>	<ul style="list-style-type: none"> <li>- dystopia</li> <li>- utopia</li> <li>- The 8 common characteristics of dystopia</li> <li>- propaganda</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nineteen Eighty-Four</i> by George Orwell (5-6 weeks)</li> <li>- <i>Brave New World</i> by Aldous Huxley (1-2</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Nineteen Eighty-four</i> AP-Style Essay</li> <li>- <i>Nineteen Eighty-Four</i> quizzes</li> <li>- Open-ended responses</li> </ul>

			<ul style="list-style-type: none"> <li>- RL.9-10.5</li> <li>- RL.9-10.6</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>- RL.9-10.7</li> <li>- RL.9-10.9</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>- RL.9-10.10</li> </ul> <p><b>Writing</b></p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>- W.9-10.1</li> <li>- W.9-10.1.A</li> <li>- W.9-10.1.D</li> <li>- W.9-10.1.E</li> <li>- W.9-10.2</li> <li>- W.9-10.2.A</li> <li>- W.9-10.2.B</li> <li>- W.9-10.2.E</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>- W.9-10.4</li> <li>- W.9-10.5</li> </ul> <p>Range of Writing</p> <ul style="list-style-type: none"> <li>- W.9-10.10</li> </ul>	<p>In what ways can an author manipulate the traditional characteristics of a dystopia to vary the type of dystopian society students are reading about?</p> <p>In what ways do technology, corporations, and the government influence our freedoms?</p> <p>How can power structures control individuals through pain and torture versus pleasure and distraction? Which method is more effective? What method is more prevalent in the real world?</p> <p>Can I recognize propaganda in the world around me?</p> <p>What is the connection between language and thought.</p> <p>Do the ends justify the means?</p>	<p>where I find the common characteristics of dystopian literature in both fiction and reality.</p> <ul style="list-style-type: none"> <li>- I can discuss the ways in which one's environment can impact his or her psychology.</li> </ul>	<ul style="list-style-type: none"> <li>- consumerism</li> <li>- uniformity</li> <li>- conformity</li> <li>- figurehead</li> <li>- dehumanization</li> <li>- Big Brother and surveillance state</li> <li>- scapegoating</li> <li>- doublethink</li> <li>- Newspeak</li> <li>- conditioning</li> </ul>	<p>weeks)</p> <ul style="list-style-type: none"> <li>- North Korea Documentary (2 days)</li> </ul>	<ul style="list-style-type: none"> <li>- Socratic Seminars</li> </ul>
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<p><b>Shakespearean Drama and Poetry</b></p>	<p>7 weeks</p>	<p>Shakespearean Drama and Poetry</p>	<p><b>Reading Literature</b></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>- RL.9-10.1</li> <li>- RL.9-10.2</li> <li>- RL.9-10.3</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>- RL.9-10.4</li> <li>- RL.9-10.5</li> <li>- RL.9-10.6</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>- RL.9-10.7</li> <li>- RL.9-10.9</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>- RL.9-10.10</li> </ul>	<p>What is the meaning of the work as a whole? How can I develop my understanding of the meaning?</p> <p>How does Shakespeare use source information to create a full drama.</p> <p>How does Shakespeare differentiate between characters based on their language?</p> <p>How far should one go for his or her country? When has one gone too far?</p>	<ul style="list-style-type: none"> <li>- I can identify universal themes in the work of Shakespeare</li> <li>- I can provide analysis and meaning for the overarching ideas from Shakespearean drama</li> <li>- I can identify and explain the use and significance of basic poetic devices in Shakespeare's sonnets</li> </ul>	<ul style="list-style-type: none"> <li>- Sonnet background</li> <li>- Historical background of anchor text</li> <li>- Iambic pentameter</li> </ul>	<ul style="list-style-type: none"> <li>- Selected sonnets by William Shakespeare</li> <li>- <i>Julius Caesar</i> by William Shakespeare</li> <li>- <i>Copy of Julius Caesar</i> DVD (1953)</li> <li>- <i>Copy of Julius Caesar</i> (2012)</li> </ul>	<ul style="list-style-type: none"> <li>- AP-style timed analysis</li> </ul>
<p><b>Shakespearean Rhetoric</b></p>	<p>Concurrent with Shakespearean Unit</p>	<p>Shakespearean Drama and Poetry</p>	<p>Craft and Structure</p> <ul style="list-style-type: none"> <li>- RL.9-10.4</li> <li>- RL.9-10.5</li> <li>- RL.9-10.6</li> </ul>	<p>What are the methods utilized by writers to influence understanding in their writing?</p> <p>How can I identify the common</p>	<ul style="list-style-type: none"> <li>- I can identify how an author's stylistic choices shape meaning.</li> </ul>	<ul style="list-style-type: none"> <li>- ethos</li> <li>- pathos</li> <li>- logos</li> <li>- purpose</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Julius Caesar</i> Act 3 Scene 2</li> </ul>	<ul style="list-style-type: none"> <li>- Prestwick House AP Multiple Choice/Essay</li> <li>- Rhetorical analysis essay</li> </ul>

				<p>characteristics of rhetorical devices?</p> <p>In what ways is rhetoric utilized by contemporary figures?</p>		<ul style="list-style-type: none"> <li>- audience</li> <li>- tone</li> <li>- mood</li> </ul>		
<p><b>Patterns and Archetypes in Literature</b></p>	<p>7-9 weeks</p>	<p>Deeper Literary Analysis</p>	<p><b>Reading Literature</b></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>- RL.9-10.1</li> <li>- RL.9-10.2</li> <li>- RL.9-10.3</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>- RL.9-10.4</li> <li>- RL.9-10.5</li> <li>- RL.9-10.6</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>- RL.9-10.10</li> </ul>	<p>How do foundational texts of Western literature still influence and impact modern literature?</p> <p>How might an author use symbolism to create and develop meaning?</p> <p>What is the meaning of the work as a whole? How can I develop my understanding of the meaning?</p>	<ul style="list-style-type: none"> <li>- I can identify archetypes and how they add to the meaning of a work.</li> <li>- I can identify and explore patterns in a piece of work.</li> </ul>	<ul style="list-style-type: none"> <li>- Freudian concepts (id, ego, superego)</li> <li>- Historical background of the 1930s/Great Depression</li> <li>- allegory</li> </ul>	<ul style="list-style-type: none"> <li>- <i>Lord of the Flies</i> by William Golding</li> <li>- <i>Of Mice and Men</i> by John Steinbeck</li> </ul>	<ul style="list-style-type: none"> <li>- AP-style timed analysis</li> </ul>
<p><b>The American Dream and the Immigrant Experience</b></p>	<p>3-4 weeks</p>	<p>Modern Drama and Poetry</p>	<p><b>Reading Literature</b></p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>- RL.9-10.1</li> <li>- RL.9-10.2</li> <li>- RL.9-10.3</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>- RL.9-10.4</li> <li>- RL.9-10.5</li> <li>- RL.9-10.6</li> </ul>	<p>What is the meaning of the work as a whole? How can I develop my understanding of the meaning?</p>	<ul style="list-style-type: none"> <li>- I can make observations about how the American Dream has changed.</li> <li>- I can identify central tenets of the American Dream.</li> </ul>	<ul style="list-style-type: none"> <li>- Stereotypes</li> <li>- Dream progression</li> </ul>	<ul style="list-style-type: none"> <li>- <i>A Raisin in the Sun</i> by Lorraine Hansberry</li> <li>- "Harlem" by Langston Hughes</li> </ul>	<ul style="list-style-type: none"> <li>- AP-style timed analysis and/or Societal/Cultural Issue Essay</li> </ul>

			<p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>- RL.9-10.7</li> <li>- RL.9-10.9</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>- RL.9-10.10</li> </ul>					
<b>Grammar</b>	Through out the year	Writing	<p>Writing</p> <ul style="list-style-type: none"> <li>- 9-10.W.1d</li> <li>- 9-10.W.2e</li> <li>- 9-10.W.3d</li> <li>- 9-10.W.3e</li> </ul>	In what ways do various grammatical structures add or detract from overall clarity?	<ul style="list-style-type: none"> <li>- I can follow standard written English grammatical rules.</li> </ul>	<ul style="list-style-type: none"> <li>- Clause</li> <li>- Phrase</li> <li>- Conjunction</li> <li>- Subject-Verb Agreement</li> <li>- Verbal Phrases</li> <li>- Complex</li> <li>- Compound</li> <li>- Compound-Complex</li> </ul>	<ul style="list-style-type: none"> <li>- Supplemental Grammar Materials</li> </ul>	<ul style="list-style-type: none"> <li>- Formative and Summative Assessments</li> </ul>