

<b>Curriculum Map</b>	
Teacher: Scott Groach	School: Encompass Academy
Year: 2023-2024	School District: Washoe County
Subject: English	Grade Level: 10th - Sophomore

<b>Scope and Sequence</b>	
<b>Unit 1</b>	Back to School - Writing - My Growth Journey
<b>Unit 2</b>	Grammar in context - Juicy Sentences
<b>Unit 3</b>	Shakespeare - Macbeth
<b>Unit 4</b>	Novel Study - Animal Farm
<b>Unit 5</b>	Narrative, Expository, Argumentative Writing
<b>Unit 6</b>	Creative Writing; School Magazine
<b>Unit 7</b>	Novel Study - Monster/The Things They Carried
<b>Unit 8</b>	Weekly Reflection (SEL); Course Reflection

<b>Semester Overview</b>	
<b>Quarter One</b>	Novel study 1; Shakespeare; Narrative, Expository, Argumentative Writing
<b>Quarter Two</b>	School Magazine; Novel study 2; Shakespeare

### Yearly Essential Question

What tools and skills do you need to be successful for and after high school? How can you apply the information we have learned toward meaningful outcomes, experiences or vocations? How does writing reach its readers? Why is reading/writing important for society?

### Unit Essential Questions

<b>Unit 1</b>	How do you describe yourself as a student (human) today; how has that changed over time and how might it change in the future?
<b>Unit 2</b>	Can I identify parts of speech as they are used in context and am I able to replicate this in my own writing?
<b>Unit 3</b>	What themes in Shakespeare are still apparent in today's society?
<b>Unit 4</b>	In what ways do the writings of Animal Farm reflect the current life and times of America?
<b>Unit 5</b>	How do I share and summarize what I have read through writing, listening and speaking? How do I know I have comprehended text?
<b>Unit 6</b>	How can you design a display of various types of writing and art?
<b>Unit 7</b>	Why is it important to identify information in a text? How can it be used to my benefit? Is group work and discussion important to my comprehension?
<b>Unit 8</b>	In what ways have I grown or expressed my self-identity? How has it changed? What happens when I cannot reflect or regulate my emotions?

<b>Total Weeks</b>	18 weeks
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<b>Unit 1 - Weeks</b>	My Growth Journey - 2 weeks
<b>Unit 2 - Weeks</b>	Grammar in Context - 16 weeks
<b>Unit 3 - Weeks</b>	Shakespeare - Macbeth - 16 weeks
<b>Unit 4 - Weeks</b>	Novel Study (1) - 6 - 8 weeks
<b>Unit 5 - Weeks</b>	Narrative, Expository, Argumentative- 6-8 weeks
<b>Unit 6 - Weeks</b>	Creative Writing; School Magazine - 8 weeks
<b>Unit 7 - Weeks</b>	Novel Study (2) - 8 weeks
<b>Unit 8 - Weeks</b>	Reflections and SEL - 18 weeks

<b>Unit 1 My Growth Journey</b>	
Teacher: Groach	School: Encompass Academy
Dates: 08.21.23 - 09.01.23	School District: Washoe
Subject: English	Grade Level: Senior English
<b>Stage 1- Desired Results</b>	
Establish Goals (Content Standards):	
<b>W.10.3 - Write narratives to develop real or imagined experiences or events</b> <ol style="list-style-type: none"> <li>a. Create a smooth progression of events and experiences (past, present, future)</li> <li>b. Use narrative techniques such as pacing, description, reflection to develop writing</li> <li>d. Use precise words and phrases, telling details and sensory language</li> <li>e. Provide a conclusion or resolution</li> </ol>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>● Narrative vs. Argumentative vs. Expository writing</li> </ul>	<ul style="list-style-type: none"> <li>● How do you describe yourself as a student (human) today; how has that changed over time and how might it change in the future?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
Their life history and important events that have shaped their story. Creating a first person narrative - comparing it to other texts read.	Create a coherent timeline of their experiences as a student. Develop a 3-5 paragraph personal narrative.
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<ul style="list-style-type: none"> <li>● Brainstorm; Lists; Reflections; Discussion, Paragraph writing, Two truths and a lie</li> </ul>	<ul style="list-style-type: none"> <li>● The writing process - ability to revise, edit, peer share, finalize, spell check, type</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<b>Weeks</b> <ul style="list-style-type: none"> <li>● Week 1: Video: Piper’s Journey; Graphic organizer; Questions to incite thinking, discussion</li> <li>● Week 2: Written paragraphs of past, present and future; oral presentations</li> </ul>	

<b>Unit 2 Grammar in Context</b>	
Teacher: Groach	School: Encompass Academy
Dates: 08.24.23 - 12.20.23	School District: Washoe
Subject: English	Grade Level: 12th
<b>Stage 1- Desired Results</b>	
Establish Goals (Idaho Content Standards):	
<p><b>W.10.4 - Produce clear and coherent writing in which the development and style are appropriate to task, purpose and audience.</b></p> <p><b>L.10.1 Demonstrate command of the conventions of standard English grammar and usage when writing.</b></p> <p><b>L.10.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p><b>L.10.2a Observe hyphenation conventions.</b></p> <p><b>L.10.2.b Spell correctly.</b></p> <p><b>L.10.5 Demonstrate understandings of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>L.10.5.a Interpret figures of speech in context and analyze their role in the text.</b></p> <p><b>L.10.5.b Analyze nuances in the meaning of words with similar denotations.</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>Recognizing use of language in text and recreating writing that mimics this style</li> </ul>	<ul style="list-style-type: none"> <li>Can I identify parts of speech as they are used in context and am I able to replicate this in my own writing?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
General features of language including noun, verb, adjective, etc and how each supports clear and concise writing throughout literacy.	Identify parts of speech/grammar in text and develop writing using the style, grammar, conventions, and figurative language that models these features.

<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<ul style="list-style-type: none"> <li>• Written examples as well as self-created writing</li> </ul>	<ul style="list-style-type: none"> <li>• Application of examples in other class writing</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<b>6-7 Weeks</b> <ul style="list-style-type: none"> <li>• Week 1-16: Parts of speech, Dialogue, Language, Iambic pentameter</li> </ul>	

<b>Unit 3 Shakespeare</b>	
Teacher: Scott Groach	School: Encompass Academy
Dates: 08.21.23 - 12.12.23	School District: Washoe
Subject: Shakespeare - Macbeth - 16 weeks	Grade Level: 12th
<b>Stage 1- Desired Results</b>	
Establish Goals (Idaho Content Standards):	
<p><b>L.10.3a - Vary syntax for effect, consulting references for guidance as needed; apply understanding of syntax to the study of complex texts when reading.</b></p> <p><b>L.10.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b></p> <p><b>R.10.4 - Determine the meanings of words and phrases as they are used in the text, analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Shakespeare)</b></p> <p><b>R.10.7 - Analyze multiple interpretations of a story, drama or poem, evaluating how each version interprets the source text. (Shakespeare)</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>Romance language and terminology; how words and phrases have an impact on meaning and tone.</li> </ul>	<ul style="list-style-type: none"> <li>What themes in Shakespeare are still apparent in today's society?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
<ul style="list-style-type: none"> <li>Characters, interpretation, and figurative language through multiple versions of Macbeth</li> </ul>	<ul style="list-style-type: none"> <li>Interpret, summarize and compare Shakespearean works as well as determine the meanings of words and their relationships.</li> </ul>
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<ul style="list-style-type: none"> <li>Copy text into notebooks and provide a synonymous interpretation in your own words.</li> </ul>	<ul style="list-style-type: none"> <li>Use of themes in other class writings (ie: narrative, argumentative/persuasive)</li> </ul>
<b>Stage 3: Learning Plan</b>	

*Learning Activities...*

**6-7 Weeks**

- Week 1- 3: ACT I
- Week 4 - 6: ACT II
- Week 7 -9 : ACT III
- Week 10 - 12: ACT IV
- Week 13 -15: ACT V
- Week 16 - 18: Conclusion, Assessment, extra time to finish book



<b>Unit 4</b>	
<b>Novel Study - Book 1 - Animal Farm</b>	
Teacher: Groach	School: Encompass Academy
Dates: 08.21.23 - 10.10.23	School District: Washoe
Subject: English	Grade Level: 12th
<b>Stage 1- Desired Results</b>	
Establish Goals (Idaho Content Standards):	
<p><b>R.10.1 - Cite textual evidence; draw inferences; draw conclusions</b></p> <p><b>R.10.2 - Determine themes and central ideas to the text; develop an objective summary</b></p> <p><b>R.10.4 - Determine the meaning of words and phrases as they are used in the text</b></p> <p><b>R.10.6 - Distinguish what is directly stated in a text from what is really meant</b></p> <p><b>R.10.9 - Demonstrate knowledge of early-twentieth century literature</b></p> <p><b>SL.10.1 - Initiate and participate in a range of collaborative discussions</b></p> <p><b>SL.10.1a - Come to discussions prepared and contribute to well-reasoned exchange of ideas</b></p> <p><b>SL.10.1c - Respond to questions that probe reasoning and evidence; challenge conclusions</b></p> <p><b>SL.10.1d - Respond to diverse perspectives; make claims and provide evidence for reasoning</b></p> <p><b>SL.10.4 - Present information and argument appropriate to audience and range of discussion</b></p> <p><b>L.10.1 - Demonstrate command of language when writing or speaking</b></p> <p><b>L.10.3 - Apply knowledge of language to comprehend more fully when reading and listening</b></p> <p><b>L.10.4 - Determine or clarify the meaning of unknown words and phrases</b></p> <p><b>L.10.6 - Acquire and use accurate, general academic and domain-specific words and phrases</b></p> <p><b>W.10.2 - Write informative/explanatory texts to convey complex ideas</b></p> <p><b>W.10.2d - Use precise language and vocabulary</b></p> <p><b>W.10.3 - Write narratives to develop real or imagined experiences and events</b></p> <p><b>W.10.3.b - Use narrative techniques like dialogue, description, reflection</b></p> <p><b>W.10.3d - Use precise words and phrases to tell details and events</b></p> <p><b>W.10.4 - Produce clear and coherent writing specific to task</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
Language in context and how it supports conveying ideas and information. Ability to communicate topical information through various mediums such as speaking or writing.	<ul style="list-style-type: none"> <li>• How do I share and summarize what I have read through writing, listening and speaking? How do I know I have comprehended text?</li> </ul>

<i>Students will know...</i>	<i>Students will be able to...</i>
Stories and readings similar in theme, characterization, plot or setting and the ability to discuss, compare/contrast, expand and debate ideas using claims, evidence and reasoning.	<ul style="list-style-type: none"> <li>• Read and participate in literacy groups using novels and short stories; produce writing specific to task and subject of study.</li> </ul>
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<ul style="list-style-type: none"> <li>• Participation in Socratic Seminars and classroom discussions</li> <li>• Written work, journal entries</li> <li>• Comprehension questions</li> <li>• Assessment</li> </ul>	<ul style="list-style-type: none"> <li>• Reading allowed and sharing ideas</li> <li>• Contributing to greater class community</li> <li>• Reading similar and additional texts</li> <li>• Personal writing entries</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<p><b>6-7 Weeks</b></p> <ul style="list-style-type: none"> <li>• Week 1: Introduce Book - Chapter 1</li> <li>• Week 2: Chapter 2</li> <li>• Week 3: Chapter 3</li> <li>• Week 4: Chapter 4</li> <li>• Week 5: Chapter 5</li> <li>• Week 6-7: Assessment, summary and submission of writing</li> </ul>	

<b>Unit 5</b> <b>Narrative, Expository, Argumentative Writing</b>	
Teacher: Groach	School: Encompass Academy
Dates: September - October	School District: Washoe
Subject: English	Grade Level: 10th
<b>Stage 1- Desired Results</b>	
Establish Goals (Idaho Content Standards):	
<p><b>W.10.1 - Write arguments to support claims; use valid reasoning and relevant evidence</b>  <b>W.10.1a - Introduce precise, knowledgeable claims, opposing and counterclaims</b>  <b>W.10.1b - Anticipate audiences level of concern and create well thought counterclaims</b>  <b>W.10.1c - Use words, phrases, varied syntax to link text</b>  <b>W.10.1.d - Establish and maintain formal style</b></p> <p><b>W.10.2 - Write informative/explanatory texts to convey complex ideas</b></p> <p><b>W.10.3 - Write narratives to develop real or imagined experiences or events with sequence</b>  <b>W.10.3a - Engage and orient the reader with a problem-solution situation, narrate with characters and establish point of view</b>  <b>W.10.3b - Use techniques like dialogue, pacing, description, multiple plot lines to develop story</b>  <b>W.10.3.c - Sequence events so that they coherently build on the whole</b>  <b>W.10.3.d - Use precise words or phrases when telling details; use sensory language</b>  <b>W.10.3e - Provide a conclusion and resolve the course of the narrative</b></p> <p><b>W.10.5 - Develop and strengthen writing by planning, revising, editing, rewriting for audience</b>  <b>W.10.6 - Use technology to produce, publish and share writing</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>Narrative, Expository, Argumentative Writing</li> </ul>	<ul style="list-style-type: none"> <li>How do different writing styles express different information? When/Why do you select a certain writing format?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
<p>How to prepare writing for specific audiences.  How to differentiate between formal and informal language.  Introduce dialogue according to writing style.</p>	<p>Prepare and develop multiple writing pieces.   Complete the writing process: planning, writing, revising, editing, publishing</p>

<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
Create published work in all areas of writing. Fulfill the steps of the writing process including sharing and peer support.	<ul style="list-style-type: none"> <li>● Maintaining focus and style throughout a written piece; identify varied writing in class novels and texts.</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<p><b>3-4 Weeks</b></p> <ul style="list-style-type: none"> <li>● Week 1: Brainstorming and preliminary writing tasks</li> <li>● Week 2: Writing and sharing ideas</li> <li>● Week 3: Revision and Editing</li> <li>● Week 4: Editing, Publishing and sharing work</li> </ul>	

<b>Unit 6 Creative Writing</b>	
Teacher: Groach	School: Encompass Academy
Dates: October - December	School District: Washoe
Subject: English	Grade Level: 10th
<b>Stage 1- Desired Results</b>	
Establish Goals (Content Standards):	
<p><b>W.10.1 - Write arguments to support claims; use valid reasoning and relevant evidence</b>  <b>W.10.1a - Introduce precise, knowledgeable claims, opposing and counterclaims</b>  <b>W.10.1b - Anticipate audiences level of concern and create well thought counterclaims</b>  <b>W.10.1c - Use words, phrases, varied syntax to link text</b>  <b>W.10.1.d - Establish and maintain formal style</b>  <b>W.10.2 - Write informative/explanatory texts to convey complex ideas</b>  <b>W.10.5 - Develop and strengthen writing by planning, revising, editing, rewriting for audience</b>  <b>W.10.6 - Use technology to produce, publish and share writing</b>  <b>W.10.8 - Gather relevant information from multiple print and digital sources, cite accordingly</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>Creative Writing</li> </ul>	<ul style="list-style-type: none"> <li>How do different writing styles express different information? When/Why do you select a certain writing format?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
Create published work in all areas of writing. Fulfill the steps of the writing process including sharing and peer support.	Prepare and develop multiple writing pieces.  Complete the writing process: planning, writing, revising, editing, publishing
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
Create published work in all areas of writing. Fulfill the steps of the writing process including sharing and peer support.	<ul style="list-style-type: none"> <li>Maintaining focus and style throughout a written piece; identify varied writing in class novels and texts.</li> </ul>
<b>Stage 3: Learning Plan</b>	

*Learning Activities...*

**3-4 Weeks**

- Week 1: Brainstorming and preliminary writing tasks
- Week 2: Writing and sharing ideas
- Week 3: Revision and Editing
- Week 4: Editing, Publishing and sharing work

<b>Unit 7</b>	
<b>Novel Study - Monster/The Things They Carried</b>	
Teacher: Groach	School: Encompass Academy
Dates: 08.21.23 - 10.10.23	School District: Washoe
Subject: English	Grade Level: 12th
<b>Stage 1- Desired Results</b>	
Establish Goals (Idaho Content Standards):	
<p><b>R.10.1 - Cite textual evidence; draw inferences; draw conclusions</b></p> <p><b>R.10.2 - Determine themes and central ideas to the text; develop an objective summary</b></p> <p><b>R.10.4 - Determine the meaning of words and phrases as they are used in the text</b></p> <p><b>R.10.6 - Distinguish what is directly stated in a text from what is really meant</b></p> <p><b>R.10.9 - Demonstrate knowledge of early-twentieth century literature</b></p> <p><b>SL.10.1 - Initiate and participate in a range of collaborative discussions</b></p> <p><b>SL.10.1a - Come to discussions prepared and contribute to well-reasoned exchange of ideas</b></p> <p><b>SL.10.1c - Respond to questions that probe reasoning and evidence; challenge conclusions</b></p> <p><b>SL.10.1d - Respond to diverse perspectives; make claims and provide evidence for reasoning</b></p> <p><b>SL.10.4 - Present information and argument appropriate to audience and range of discussion</b></p> <p><b>L.10.1 - Demonstrate command of language when writing or speaking</b></p> <p><b>L.10.3 - Apply knowledge of language to comprehend more fully when reading and listening</b></p> <p><b>L.10.4 - Determine or clarify the meaning of unknown words and phrases</b></p> <p><b>L.10.6 - Acquire and use accurate, general academic and domain-specific words and phrases</b></p> <p><b>W.10.2 - Write informative/explanatory texts to convey complex ideas</b></p> <p><b>W.10.2d - Use precise language and vocabulary</b></p> <p><b>W.10.3 - Write narratives to develop real or imagined experiences and events</b></p> <p><b>W.10.3.b - Use narrative techniques like dialogue, description, reflection</b></p> <p><b>W.10.3d - Use precise words and phrases to tell details and events</b></p> <p><b>W.10.4 - Produce clear and coherent writing specific to task</b></p>	
<i>Understandings</i>	<i>Essential Questions</i>
Language in context and how it supports conveying ideas and information. Ability to communicate topical information through various mediums such as speaking or writing.	<ul style="list-style-type: none"> <li>• How do I share and summarize what I have read through writing, listening and speaking? How do I know I have comprehended text?</li> </ul>

<i>Students will know...</i>	<i>Students will be able to...</i>
Stories and readings similar in theme, characterization, plot or setting and the ability to discuss, compare/contrast, expand and debate ideas using claims, evidence and reasoning.	<ul style="list-style-type: none"> <li>● Read and participate in literacy groups using novels and short stories; produce writing specific to task and subject of study.</li> </ul>
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
<ul style="list-style-type: none"> <li>● Participation in Socratic Seminars and classroom discussions</li> <li>● Written work, journal entries</li> <li>● Comprehension questions</li> <li>● Assessment</li> </ul>	<ul style="list-style-type: none"> <li>● Reading allowed and sharing ideas</li> <li>● Contributing to greater class community</li> <li>● Reading similar and additional texts</li> <li>● Personal writing entries</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<p><b>6-7 Weeks</b></p> <ul style="list-style-type: none"> <li>● Week 1: Introduce Book - Chapter 1-3</li> <li>● Week 2: Chapter 4-6</li> <li>● Week 3: Chapter 7-9</li> <li>● Week 4: Chapter 10-11</li> <li>● Week 5: Chapter 12+</li> <li>● Week 6-7: Chapter 12+</li> </ul>	



<b>Unit 8 SEL; Reflection</b>	
Teacher: Groach	School: Encompass Academy
Dates: August - December	School District: Washoe
Subject: English	Grade Level: 10th
<b>Stage 1- Desired Results</b>	
Establish Goals (Content Standards):	
<b>SL.12.4 - Display a clear and distinct perspective appropriate to purpose and audience</b>	
<b>W.12.10 - Write routinely over extended time frames (reflection) and shorter time frames for range of audience, task, or purpose</b>	
<i>Understandings</i>	<i>Essential Questions</i>
<ul style="list-style-type: none"> <li>SEL; Self-reflection and weekly independent work</li> </ul>	<ul style="list-style-type: none"> <li>In what ways have I grown or expressed my self-identity? How has it changed? What happens when I don't reflect or regulate my emotions?</li> </ul>
<i>Students will know...</i>	<i>Students will be able to...</i>
Answers are anonymous and safe; provide a way to answer Empowering Questions*	Independently read and respond to writing prompts then submit responses through a digital platform
<b>Stage 2- Assessment Evidence</b>	
<i>Performance Tasks:</i>	<i>Other Evidence:</i>
Weekly submission of 1-3 paragraphs	<ul style="list-style-type: none"> <li>Free journal writing; online submission</li> </ul>
<b>Stage 3: Learning Plan</b>	
<i>Learning Activities...</i>	
<b>18 weeks</b>	
<ul style="list-style-type: none"> <li>Week 1 - 18: Empowering Questions and weekly reflections - writing and digital learning</li> </ul>	

\*Empowering Questions - thought provoking, motivational, reflection cards to inspire writing
