**Covington High School Curriculum Map**

**Class: Grade 10 ELA**

| **January:** 2 weeks- daily2 weeks daily | **Standards:** RN.1RN.2.2RN.2.3RN.3.2RN.3.3RN.4.1RN.4.3RV. 2.4RV. 2.5RV. 3.2W.3.2- relevant/sufficient facts-appropriate/varied transitions-content-specific vocabulary for precision-establish/maintain appropriate style for purpose/audienceW.6.1dW.6.1.e-identify/use parallelismW.6.2 -demonstrate command of conventionsRN.1RN.2.1RN.2.2RN.3.2RN.3.3RN.4.2RN.4.3RV.1RV. 3.2W.3.2W.6.1e | **Teaching Methods:*****Pearson: Unit 3- “Four Freedoms Speech”***-First-Read Poetry Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213-Comprehension Check p. 219-Analyze the Text p. 220-Analyze Craft & Structure p. 221-Author’s Style p. 222-Concept Vocabulary p. 212, 220-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: “Inaugural Speech”***-First-Read Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213 | **Assessments:**-Pearson “Four Freedoms Speech”Selection Test-Pearson “Inaugural Speech” Selection Test  |
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| **February:** 1 Week-daily1 week-daily**1 week- daily**5 days3 days2 days3 days | **Standards:** RN.1RN.2.1RN.2.2RN.2.3RN.3.3RN.4.1RV.1RV.2.4W.3.1W.6.1dW.6.2RL.1RL.2.1RV.2RV.2.5RV.3.1RV.3.3W.3.3RL.1**\*”Four Freedoms Speech” and “Inaugural Speech” standards found in January.**RV.1RV.2.4RV.3.3W.1 | **Teaching Methods:*****Pearson: “Speech to the United Nations”***-First-Read Nonfiction Guide-Text annotations/notes-About the Speaker-Background Info -Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***-“Four Freedoms Speech” & “Inaugural Speech” Persuasive Paper******Pearson: Unit 3 Poetry Selection- “Caged Bird,” and “Some Advice to Those Who Will Spend Time in Prison”***-Text annotations/notes-About the Poets -Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson- “The Censors”***-Text annotations/notes-About the Author -Background Info -Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet**Pearson Unit 3 Study Guide** | **Assessments:** -Pearson “Speech to the United Nations” Selection test-Persuasive Paper Final Draft-Pearson Unit 3 Poetry Selection Test-Pearson “The Censors” Selection Test**-Pearson Unit 3 Test** |
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| ***TIME:*** *When and for how long will the content be taught* | ***Standard:***  *List the exact standard as adopted or our locally adopted skill* | ***Topic:***  *Brief explanation of what you will be doing to teach this standard* | ***Assessments:*** *How and when students will be assessed* |
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| **August:**  | **Standards:** RL. 1 RL.2.1 RV.2.3 RV.2.4 W.4 W.6.1d phrase/clausesW.6.2b semicolon/conj adv | **Teaching Methods:*****Pearson Unit 1: “Fall of the House of Usher”***-About the Author p. 12-Background Information p. 13Text annotations p. 13-30-Comprehension Check p.31-Analyze Craft & Structure p. 33-Analyze Craft & Structure A Worksheet-Concept Vocabulary/Word Study A Worksheet-Conventions/ Practice p. 35-Conventions A Worksheet | **Assessments:**  -Annotations Quiz #1-Annotations Quiz #2-Annotations Quiz #3-Pearson “Fall of the…” Selection Test |
| **September:** \*\*Guidance: days taken for CollegeGo Week13 days4 days7 days7days3 days | **Standards:** RL.1 RL.3.1 RL.4.1.RV.2.4 RV.3.1 W. 1 W. 3.2 InformativeRL.1 RL.2.1RL.2.3RL.3.1RV.2.3W.3.3 narrative RN.1RN.2.3RN.4.1RV.1RV.2.4 W.3.1 argumentative-precise claims/opposing claimsW.3.2 informative-content specific vocab; precise ideasW.5 researchRL.1RL.2.2RL.3.1W.6.1 grammar**\*All standards covered in Unit 1** | **Teaching Methods:*****Pearson: “House Taken Over”***-About the Author p. 36-Background Information p. 37-Text annotations p. 37-42-Comprehension Check p. 43-Analyze Craft & Structure p. 45-Analyze Craft & Structure Worksheet A-Conventions/Read it p.47-Conventions A Worksheet - Concept Vocabulary/Word Study A Worksheet***Pearson: “Where Is Here?”***-About the Author p. 68-Background Information p. 69-Text annotations p. 69-76-Comprehension Check p. 77-Analyze Craft & Structure/Practice p. 79-Analyze Craft & Structure Worksheet A-Author’s Style/Read It p. 80-Author’s Style A Worksheet-Concept Vocabulary/Word Study A Worksheet**Teaching Methods:** ***Pearson:“Why Do Some Brains Enjoy Fear?”***-About the Author p. 90-Background Information p. 91-Text annotations p. 91-95-Comprehension Check p. 95-Analyze Craft & Structure/Practice p. 97-Analyze Craft & Structure Worksheet A-Author’s Style/Read It p. 98-Author’s Style A Worksheet-Concept Vocabulary/Word Study A Worksheet***Pearson Unit 1 Poems Selections: “beware: do not read this poem”,“The Raven”,“Windigo”***-About the Author p. 101-Background Information p. 101-Text annotations p. 102-109-Comprehension Check p. 109-Analyze Craft & Structure/Practice p. 111-Analyze Craft & Structure Worksheet A-Author’s Style/Read It p. 112-Author’s Style A Worksheet-Concept Vocabulary/Word Study A Worksheet***Pearson 1 Study Guide*** | **Assessments:** -Reading Check Quiz-Pearson Performance Task: Compare & Contrast Essay: Creating Fear in “Fall of the…” vs “House Taken Over”-Pearson “House Taken Over” Selection Test-Pearson “Where Is Here?” Selection Test-“Why Do Some Brains…?” Reading Check Quiz-Pearson “Why Do Some Brains...?” Selection Test-Pearson Unit 1 Poetry Selection Test**-Pearson Unit 1 Review Test** |
| **October:** \*\*Guidance: days taken for PSAT1 day11 days | **Standards:** RL.3.2W.6.a- pronouns, verbs, adjectives, adverbsRL.1RL.3.1RV.1RV. 2.3RV.3.1W. 1W. 3.1 argumentativeW.3.2 informativeW.6.1c adj/advW.6.1d phrases/clauses | **Teaching Method:*****Pearson Unit 2: Outsiders & Outcasts Introduction****-Unit Topic/Purpose p. 130**-Launch Text “Isn’t Everyone a Little Bit Weird?” p.130-131**Quick Write p. 133****Pearson: “The Metamorphosis”***-About the Author p136. -Background Information p. 137-Text annotations p. 137-179-Comprehension Check p. 179-Analyze Craft & Structure/Practice p. 181-Analyze Craft & Structure Worksheet A-Conventions//Read It p. 183 -Conventions A Worksheet-Concept Vocabulary/Word Study A Worksheet | **Assessments:** -“The Metamorphosis” Part 1, 2, & 3 Annotations Quizzes- “The Metamorphosis” Notes Quiz-Pearson “The Metamorphosis” Selection Test |
| **November:** Two weeks-daily4-days7 days-daily | **Standards:** RN.2.3RV.1W.3.1 argumentativeW.5 researchRL.1RL.2.2RL.2.3RV.2.1RV.2.4RV.3.1 argumentativeRN.1RN.2.1RN.2.2RN.2.3RN.4.1W.6.1d phrases/clauses | **Teaching Methods:*****“The Metamorphosis” cont...***-Writing to Sources: Movie Pitch***Pearson: “Franz Kafka and Metamorphosis”***-Writing to Sources: Visual Analysis***Pearson: “The Doll’s House”***-Break Out!- characters/characterization review; digital scavenger hunt-About the Author p. 200 -Background Information p. 201- First-Read Fiction Reading Guide-Text annotations p. 201-207-Comprehension Check p. 2017-Analyze Craft & Structure/Practice p. 209-Analyze Craft & Structure Worksheet A-Author’s Style/Read It p. 210 -Author’s Style A Worksheet-Concept Vocabulary p. 200/208-Concept Vocabulary/Word Study A Worksheet***Pearson: “Encountering the Other”***- First-Read Fiction Reading-About the Author p. 200 -Background Information p. 201- First-Read Fiction Reading Guide-Text annotations p. 201-207-Comprehension Check p. 2017-Analyze Craft & Structure/Practice p. 209-Analyze Craft & Structure Worksheet A-Author’s Style/Read It p. 210 -Author’s Style A Worksheet-Concept Vocabulary p. 200/208-Concept Vocabulary/Word Study A Worksheet | **Assessments:**Pearson “Movie Pitch” Essay-Pearson “Visual Analysis” Essay-Writing to Sources: Visual Analysis Final Draft-”The Doll’s House” Reading Check Quiz-Pearson “The Doll’s House” Selection Test-Pearson “Encountering the Other” Selection Test- open book test |
| **December:** 2 weeks- daily2 weeks-daily | **Standards:** RL.1RL.3.1RL.24.2RV.2.1RV.2.4RV.3.1RN.1RN.2.3RN.3.2RN.4.1RV.2.3RV.3.2W.6.1e parallelism | **Teaching Methods:*****Pearson: Unit 2 Poems- “Sonnet, with Bird,” “Elliptical,” & “Fences”***-[Figurative Language Highlight](https://drive.google.com/file/d/1YDe96NPWjq6bWoHOhlrx5zpv5MIzMQdc/view?usp=sharing)-First-Read Poetry Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213-Comprehension Check p. 219-Analyze the Text p. 220-Analyze Craft & Structure p. 221-Author’s Style p. 222-Concept Vocabulary p. 212, 220-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: “Revenge of the Geeks”***First-Read Poetry Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213-Comprehension Check p. 219-Analyze the Text p. 220-Analyze Craft & Structure p. 221-Author’s Style p. 222-Concept Vocabulary p. 212, 220-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet | **Assessments:**-Poetry Project: Rewriting Using Different Key Elements-Unit 2 Poetry Selection Test-Pearson “Revenge of the Geeks” Selection Test-Semester Finals: Comprehensive review over Units 1-2 |
| **January:** 2 weeks- daily2 weeks daily | **Standards:** RN.1RN.2.2RN.2.3RN.3.2RN.3.3RN.4.1RN.4.3RV. 2.4RV. 2.5RV. 3.2W.3.2- relevant/sufficient facts-appropriate/varied transitions-content-specific vocabulary for precision-establish/maintain appropriate style for purpose/audienceW.6.1dW.6.1.e-identify/use parallelismW.6.2 -demonstrate command of conventionsRN.1RN.2.1RN.2.2RN.3.2RN.3.3RN.4.2RN.4.3RV.1RV. 3.2W.3.2W.6.1e | **Teaching Methods:*****Pearson: Unit 3- “Four Freedoms Speech”***-First-Read Poetry Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213-Comprehension Check p. 219-Analyze the Text p. 220-Analyze Craft & Structure p. 221-Author’s Style p. 222-Concept Vocabulary p. 212, 220-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: “Inaugural Speech”***-First-Read Guide-Text annotations/notes-About the Poets p. 213-Background Info p. 213*-“Four Freedoms Speech” & “Inaugural Speech” Persuasive Paper* | **Assessments:**-Pearson “Four Freedoms Speech”Selection Test-Pearson “Inaugural Speech” Selection Test  |
| **February:** 1 week- daily1 Week-daily1 week-daily5 days3 days2 days3 days | **Standards:** \*”Four Freedoms Speech” and “Inaugural Speech” standards found in January.RN.1RN.2.1RN.2.2RN.2.3RN.3.3RN.4.1RV.1RV.2.4W.3.1W.6.1dW.6.2RL.1RL.2.1RV.2RV.2.5RV.3.1RV.3.3W.3.3RL.1RV.1RV.2.4RV.3.3W.1 | **Teaching Methods:***-Persuasive paper continued…****Pearson: “Speech to the United Nations”***-First-Read Nonfiction Guide-Text annotations/notes-About the Speaker-Background Info -Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: Unit 3 Poetry Selection- “Caged Bird,” and “Some Advice to Those Who Will Spend Time in Prison”***-Text annotations/notes-About the Poets -Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson- “The Censors”***-Text annotations/notes-About the Author -Background Info -Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet**Pearson Unit 3 Study Guide** | **Assessments:** -Persuasive Paper Final Draft-Pearson “Speech to the United Nations” Selection test-Pearson Unit 3 Poetry Selection Test-Pearson “The Censors” Selection Test**-Pearson Unit 3 Test** |
| **March:** Guidance: days taken for ISTEP Practice Test, Eng ISTEP, Math ISTEP, and e-Learning2 days3 days1 week1 week | **Standards:** RL.1RL.3.1RV.2.4RV.2.5W.3.2-informative essayW.6.1W.6.2bRL.1RL.2.1RL.2.2RL.2.3RV.2.4W.3.2-informative essay  | **Teaching Methods:*****\*\*ISTEP******Grammar Review Unit******Pearson: Unit 4- “The Necklace”***-First-Read Fiction Guide-Text annotations/notes-About the Author-Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: “Civil Peace”***-First-Read Poetry Guide-Text annotations/notes-About the Author-Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet | **Assessments:** ***\*\*ISTEP***-Grammar Review Test-Pearson “The Necklace” Selection Test-Pearson “Civil Peace” Selection Test |
| **April:** Guidance: days taken for ISTEP2 days3 days9 days-daily1 week-daily | **Standards:** RN.1RN.3.2RN.3.3RV.2.4RV.3.2W.5-research process-gather relevant info from multiple sourcesRL.1RL.3.1RL.4.1RV.2.1RV.2.3RV.3.1RV.3.3W.3.3- narrative | **Teaching Methods:*****\*\*ISTEP******TPT: Everyday Writing Activity******Pearson: “In La Rinconada, Peru, Searching for Beauty in Ugliness”***-First-Read nonfiction Guide-Text annotations/notes-About the Author-Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet***Pearson: Unit 4 Poetry Selection- “Avarice,” “The Good Life,” and “Money”***-First-Read Poetry Guide-Text annotations/notes-About the Author-Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet | **Assessments:** ***\*\*ISTEP***-Pearson “In La Rinconada, Peru, Searching for Beauty in Ugliness” Selection Guide-Pearson Unit 4 Poetry Selection Test |
| **May:** 5 days-daily | **Standards:** RL.1RL.3.1RL.4.1RV.3.1W.6.1d | **Teaching Methods:*****Pearson: “The Golden Touch”***-First-Read Poetry Guide-Text annotations/notes-About the Author-Background Info-Comprehension Check -Analyze the Text-Analyze Craft & Structure-Author’s Style-Concept Vocabulary-Analyze Craft & Structure A worksheet-Author’s Style A Worksheet-Concept Vocabulary & Word Study A worksheet | **Assessments:** -Pearson “The Golden Touch” Selection Test--Semester Finals: Comprehensive review over Units 3-4 |