

# GRADE 10 ENGLISH/LANGUAGE ARTS CURRICULUM

## Course 50010

Tenth grade students read, comprehend, and objectively summarize texts. In tenth grade, students analyze texts making inferences, conclusions, and generalizations based on specific details from the text. Students will analyze the structure of a text and identify how structure supports the author's purpose and development of the text. They will write in response to texts, analyzing them for main idea, theme, character development, author's purpose, and point of view. They will also evaluate author's claims and compare texts on similar topics. Students should have command of language conventions and to begin to read and communicate at a college and career level. They will increase their knowledge and correct use of grade appropriate vocabulary and correct spelling of grade appropriate words.

### GRADE TEN ENGLISH/LANGUAGE ARTS OUTLINE:

| Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Summative Assessments | Time Frame | Main Resources                                                                                                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Analyze the development of a central idea over the course of a text citing strong textual evidence.</li> <li>Determine an author's point of view and analyze how rhetoric and text structure advances the point of view.</li> <li>Analyze seminal documents as to how they address themes and concepts.</li> <li>Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment.</li> <li>Acquire and accurately use academic and domain specific vocabulary sufficient for communicating at the college level.</li> <li>Analyze how complex characters develop over the course of a text.</li> <li>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul> | <ul style="list-style-type: none"> <li>Independently read and comprehend texts on grade level.</li> <li>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</li> <li>Demonstrate a grade-appropriate command of the conventions of Standard English grammar, usage, capitalization, punctuation, and spelling.</li> <li>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately, ensuring a clear focus.</li> <li>Write arguments to support claims in an analysis of substantive topics.</li> <li>Write narratives to develop real or imagined experiences or events.</li> </ul> | Unit Assessments      | 1-year     | Novel: <u>To Kill a Mockingbird</u><br><br>Novel: <u>The Great Gatsby</u><br><br>Novel: <u>Cather in the Rye</u><br><br>Play: <u>A Raisin in the Sun</u><br><br>Various poems |

**GRADE TEN ENGLISH/LANGUAGE ARTS MAP:**

| TIME FRAME                                                                       | BIG IDEAS                                                                                                                                                     | CONCEPTS                                                                                                                      | ESSENTIAL QUESTIONS                                                                                                                                                                                                                                                   | STANDARDS                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | OBJECTIVES                                                                                                                                                                                                                                                                                                                  | DIFFERENTIATION                                                                                                                           | ASSESSMENT                                                                                              |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
| Unit 1<br>American Literature -<br>The Great Gatsby<br>(Marking Period 1 & 2)    | <ul style="list-style-type: none"> <li>Wealth and success: rags to riches</li> <li>The pursuit of the American Dream</li> <li>The Roaring Twenties</li> </ul> | <p>What factors influence our moral growth?</p> <p>What kinds of experiences help us learn how to judge right from wrong?</p> | <ul style="list-style-type: none"> <li>What factors influence our moral growth?</li> <li>What kinds of experiences help us learn how to judge right from wrong?</li> </ul>                                                                                            | <p>CC.1.3<br/>Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.9-10.A<br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.D<br/>Determine the point of view of the text and analyze the impact the point of view has on the meaning of the text.</p> | <ul style="list-style-type: none"> <li>Engage in practical textual analysis and critical thinking</li> <li>Reflect on the class struggles of the early 20th Century</li> </ul>                                                                                                                                              | <p>Prompted questioning</p> <p>Guided notes</p> <p>Extra explanation</p> <p>Reading aloud/Audio book of text</p> <p>Guided annotation</p> | <p>End of Unit Exam</p> <p>Reader Response</p> <p>Analyzing Literature Through Discussion Questions</p> |
| Unit 2<br>American Literature -<br>To Kill a Mockingbird<br>(Marking Period 2-3) | <ul style="list-style-type: none"> <li>Questioning Authenticity</li> <li>Belonging and Isolation</li> <li>Growing up/Coming-of-Age</li> </ul>                 | <p>A theme-related analysis of a literary text</p> <p>Symbolism</p> <p>Tone and Perspective</p>                               | <ul style="list-style-type: none"> <li>What does it mean to be "real" or "phony"?</li> <li>What does it mean to belong or fit in with a group?</li> <li>What's the difference between being an adult and a child?</li> <li>What does it mean to be mature?</li> </ul> | <p>CC.1.2.9-10.B<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3<br/>Reading Literature: Students read and respond to works of</p>                                                                                                                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>Explore the three major themes of the book: coming-of-age, belonging and isolation, and questioning authenticity.</li> <li>Read, discuss, and analyze a novel in small and large group setting.</li> <li>Compare and relate character motivations and interactions in the</li> </ul> | <p>Guided notes</p> <p>Extra explanation</p> <p>Audiobook/YouTube reading of each chapter</p>                                             | <p>End of Unit Exam</p> <p>Reader Response</p> <p>Analyzing Literature Through Discussion Questions</p> |

|                                                                                        |                                                                                                                                                       |                                                                                                   |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                 |                                                                                                         |
|----------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                                                                        |                                                                                                                                                       |                                                                                                   |                                                                                                                                                                                                                                                                                            | <p>literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.9-10.A<br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p>                                                                                                                                                                                                                        | <p>book to motivations and interactions in their own daily lives.</p> <ul style="list-style-type: none"> <li>Recognize and discuss how a writer's tone, vocabulary, and pacing of writing can influence meaning.</li> </ul>                                                                                      |                                                                                                                                                 |                                                                                                         |
| <p>Unit 3<br/>American Literature - A Raisin in the Sun (Marking Period 3 &amp; 4)</p> | <ul style="list-style-type: none"> <li>The Pursuit of the American Dream</li> <li>Discrimination against African Americans in Jim Crow era</li> </ul> | <p>Dignity and Pride</p> <p>Race, Discrimination, and Assimilation</p> <p>Gender and Feminism</p> | <ul style="list-style-type: none"> <li>How does the play: A Raisin in the Sun mirror social, educational, political, and economic climate of the 1950s?</li> <li>How does the play illustrate the impact this climate had on African Americans' quest for "The American Dream?"</li> </ul> | <p>CC.1.3<br/>Reading Literature: Students read and respond to works of literature - with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.</p> <p>CC.1.3.9-10.A<br/>Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>CC.1.3.9-10.B<br/>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences and</p> | <ul style="list-style-type: none"> <li>Discuss and debate major themes related to the play</li> <li>Write and discuss major events related to the play or in the play</li> <li>Read out loud fluidly or listen attentively while others are reading</li> <li>Practice predicting and inferring skills</li> </ul> | <p>Guided notes</p> <p>Review material</p> <p>Extra examples</p> <p>One on one assistance as needed</p> <p>Modeling of skill/concept taught</p> | <p>End of Unit Exam</p> <p>Reader Response</p> <p>Analyzing Literature Through Discussion Questions</p> |

|                                         |                                                                                                                              |                                                                                                                                              |                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                            |                                                                                                         |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------|
|                                         |                                                                                                                              |                                                                                                                                              |                                                                                                                                                          | <p>conclusions based on an author's explicit assumptions and beliefs about a subject.</p> <p>CC.1.3.9-10.C<br/>Analyze how complex characters develop over the course of a text, interact with other characters, and advance the plot or develop the theme.</p> <p>CC.1.3.9-10.E<br/>Analyze how an author's choices concerning how to structure a text, order events within it and manipulate time create an effect.</p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                            |                                                                                                         |
| Unit 4 - Poetry (Marking Periods 3 & 4) | <ul style="list-style-type: none"> <li>Understand, appreciate, discuss, interpret, and analyze a variety of poems</li> </ul> | <p>Connotation</p> <p>Tone</p> <p>Theme</p> <p>Poetic Structures</p> <p>Sound devices: alliteration, assonance, consonance, onomatopoeia</p> | <ul style="list-style-type: none"> <li>Reader Response</li> <li>Mini Quiz on poetic devices</li> <li>Exit Tickets</li> <li>Annotation of poem</li> </ul> | <p>CC.1.3.9-10.F<br/>Analyze how words and phrases shape meaning and tone in texts.</p> <p>CC.1.4.9-10.S<br/>Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.</p>                                                                                                                         | <ul style="list-style-type: none"> <li>read, discuss, perform and appreciate a variety of poems</li> <li>analyze poems and identify different poetic forms and devices</li> <li>create original poetry using various forms and incorporate various poetic devices</li> <li>compare, contrast and evaluate poetry</li> <li>research the cultural and historical context of poems/poets</li> <li>know and understand the body of work and cultural/historical context</li> </ul> | <p>Practice reading poems aloud</p> <p>Share responses with a partner</p> <p>Reread and annotate poems</p> | <p>Reader Response</p> <p>Mini Quiz on poetic devices</p> <p>Exit Tickets</p> <p>Annotation of poem</p> |
| Vocabulary Development Level            | <ul style="list-style-type: none"> <li>Provide students with skills/ opportunities to</li> </ul>                             | Contextual Analysis - infer or predict a word from context                                                                                   | <ul style="list-style-type: none"> <li>How does understanding the meaning of words</li> </ul>                                                            | CC.1.2.9-10.J<br>Acquire and use accurately general                                                                                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>Learn definitions and spellings of a set of 10</li> </ul>                                                                                                                                                                                                                                                                                                                                                                               | <p>Extra explanation</p> <p>Modified test with</p>                                                         | Vocabulary Test - matching word to the definition,                                                      |

|                                    |                                                                                     |                                                                                                |                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                    |                                                                          |                                      |
|------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------|
| <p>E<br/>(Marking periods 1-4)</p> | <p>learn words independently and nurture an appreciation of words and their use</p> | <p>Morphemic Analysis<br/>- examine meaningful parts (ie. prefixes, suffixes, roots, etc.)</p> | <p>help students comprehend oral and written language?</p> | <p>academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p>CC.1.2.9-10.K<br/>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.</p> <p>CC.1.3.9-10.J<br/>Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> | <p>vocabulary words bi-weekly</p> <ul style="list-style-type: none"> <li>• Use designated sets of vocabulary within writing assignments</li> </ul> | <p>word bank</p> <p>Google slides<br/>guided notes/fill in the blank</p> | <p>correctly spelling each word.</p> |
|------------------------------------|-------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|--------------------------------------|