

Discipline English Language Arts

Grade 10

Course

Topic

Strand Language

State Standards 26001

Students will use agreed-upon rules for informal and formal discussions in small and large groups.
Continue to address earlier standards as needed.
1.5 Identify and practice techniques such as setting time limits for speakers and deadlines for decision-making to improve productivity of group discussions.

Student Learning Objectives

Plan an agenda for group discussions that culminates in group decision-making or consensus.

Assume varied roles in discussion groups (e.g. leader, recorder, secretary, presenter to a larger group).

Suggested Instructional Strategies

Assessment

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Topic

Strand Language

State Standards 26002

Students will pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions and interviews in order to acquire new knowledge.

Continue to address earlier standards as needed.

2.5 Summarize in a coherent and organized way what they have learned from a focused discussion.

Student Learning Objectives

Summarize orally and in writing in a coherent and organized way what they have learned from a focused discussion.

Speak with courtesy and clarity.

Listen actively.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Language

State Standards 26003

Students will make oral presentations that demonstrate appropriate consideration of audience, purpose, and the information to be conveyed.
Continue to address earlier standards as needed.
3.14 Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.
3.15 Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.
3.16 Create an appropriate scoring guide to prepare and assess their own presentations, and to assist others in preparing and improving their presentations.

Student Learning Objectives

Give formal and informal talks to various audiences and for various purposes using appropriate level of formality and rhetorical devices.

Analyze effective speeches made for a variety of purposes and prepare and deliver a speech containing some of these features.

Create an appropriate scoring guide to prepare and assess their own presentations, and to assist others in preparing and improving their presentations.

Suggested Instructional Strategies

Assessment

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Topic

Strand Language

State Standards 26004

Students will understand and acquire new vocabulary, and use it correctly in reading and writing.

Continue to address earlier standards as needed.

4.23 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

4.24 Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to understand the meanings of new words.

4.25 Use general dictionaries, specialized dictionaries, thesauruses, or related references to increase learning as needed.

Student Learning Objectives

Identify and use correctly idioms, derivatives (cognates), words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions.

Use general dictionaries, specialized dictionaries, thesauruses, or related references to increase learning as needed.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Language

State Standards 26005

Students will describe and analyze the structure of modern English and how its vocabulary has developed and been influenced by other languages.

Continue to address earlier standards as needed.

Identify simple, compound, complex and compound-complex sentences.

5.19 Identify nominalized, adjectival, adverbial clauses.

5.20 Recognize the functions of verbals: participles, gerunds, and infinitives.

5.21 Analyze the structure of a sentence (*traditional diagram, transformational model*)

5.22 Identify rhetorically functional sentence structure (*parallelism, properly placed modifiers*).

5.23 Describe the origins and meanings of common words and foreign words or phrases used frequently in written English and show their relationship to historical events or developments.

Student Learning Objectives

Identify simple, compound, complex and compound-complex sentences.

Identify nominalized, adjectival, adverbial clauses.

Recognize the functions of verbals: participles, gerunds, and infinitives.

Analyze the structure of a sentence (*traditional diagram*)

Identify rhetorically functional sentence structure (*parallelism, properly placed modifiers*).

Describe the origins and meanings of common words and foreign words or phrases used frequently in written English and show their relationship to historical events or developments.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Language

State Standards 26006

Students will describe, analyze, and use appropriately formal and informal English.

Continue to address earlier standards as needed.

6.8 Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups.

6.9 Identify differences between the voice, tone, diction, and syntax used in media presentations (*documentary films, news broadcasts, taped interviews*) and these elements in informal speech.

Student Learning Objectives

Identify differences between the voice, tone, diction, and syntax used in media presentations (*documentary films, news broadcasts, taped interviews*) and these elements in informal speech. (Facilities and materials hinder the ability to expose students to media presentations; focus on informal speech).

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26008

Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.

Continue to address earlier standards as needed.

For imaginative / literary texts:

8.28 Identify and analyze patterns of imagery or symbolism;

8.29 Identify and interpret themes and give supporting evidence from a text.

For informational / expository texts:

8.30 Analyze the logic and use of evidence in an author's argument.

Student Learning Objectives

Identify, analyze, and create patterns of imagery or symbolism.

Identify and interpret themes and give supporting evidence from a text.

Analyze the logic and use of evidence in an author's argument.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 10

Course

Topic

Strand Reading and Literature

State Standards 26009

Students will deepen their understanding of a literary or non-literary work by relating it to its context or historical background.

Continue to address earlier standards as needed.

9.6 Relate a literary work to primary source documents from its historical period.

Student Learning Objectives

Relate a literary work to primary source materials (e.g., speeches, photographs, transcripts, oral histories, journals, film, newspaper accounts, letters, diaries, artistic creations)

Interpret literary work in context of social, cultural, and historical ideas.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26010

Students will identify, analyze, and apply knowledge of the characteristics of different genres.

Continue to address earlier standards as needed.

10.5 Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.

Student Learning Objectives

Identify and analyze the characteristics of various genres (*poetry, fiction, nonfiction, short story, drama, film, music*) as forms chosen by an author to accomplish a purpose.

Compare and contrast the presentation of a theme or topic across genres to explain how the selection of genre shapes the message.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26011

Students will identify, analyze, and apply knowledge of theme in a literary work and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

11.5 Apply knowledge of the concept that the theme or meaning of a selection represents a view or comment on life, and locate evidence in the text to support their understanding of an identified theme.

Student Learning Objectives

Apply knowledge of the concept that the theme or meaning of a selection represents a diversity of views or comments on life.

Locate evidence in the text to support their understanding of an identified theme.

Identify a universal theme across a variety of literary works, historical periods, and genres.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26012

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a work of fiction and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

12.5 Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.

Student Learning Objectives

Locate and analyze such elements in fiction as point of view, foreshadowing, and irony.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 26013

Students will identify, analyze, and apply knowledge of the structure, elements, and purpose of nonfiction or informational material and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

13.5 Analyze the structure and elements of nonfiction works, and explain what they are in an essay.

Student Learning Objectives

Analyze the structure and elements of nonfiction works (e.g. topic sentences, concluding sentences, comparison and contrast, cause and effect, charts, maps, diagrams, illustrations, etc.), and explain what they are in an essay.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26014

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a poem and provide evidence from the text to support their understanding.

Continue to address earlier standards as needed.

14.5 Identify, respond to, and use effects of sound, form, figurative language, and dramatic structure of poems in their reading and writing:

* sound (*alliteration, onomatopoeia, rhyme scheme, consonance, assonance*),

* form (*ballad, sonnet, heroic couplets*),

* figurative language (*personification, metaphor, simile, hyperbole*), and

* dramatic structure.

Student Learning Objectives

Identify, respond to, and use effects of sound, form, figurative language, and dramatic structure of poems in their reading and writing:

- sound (*alliteration, onomatopoeia, rhyme scheme, consonance, assonance*),
- form (*ballad, sonnet, ode, haiku, lyric, blank verse, free verse*),
- figurative language (*personification, metaphor, simile, hyperbole*), and
- dramatic structure.

Incorporate sound devices and figurative language in original creations

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Reading and Literature

State Standards 26015

Students will identify and analyze how an author appeals to the senses, creates imagery, suggests mood, and sets tone.

15.7 Evaluate how an author's choice of words advances the theme or purpose of a work.

15.8 Identify and describe the importance of sentence variety in the overall effectiveness of a literary or non-literary work.

Student Learning Objectives

Evaluate how an author's choice of words advances the theme or purpose of a work.

Identify and analyze how an author shapes a text, including the importance of sentence variety in the overall effectiveness of a literary or non-literary work (e.g., Shakespeare's use of inversion, Hemingway's use of succinct sentences).

Describe how figurative language and imagery enhance a literary text.

Suggested Instructional Strategies

Assessment

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Course

Topic

Strand Reading and Literature

State Standards 26016

Students will identify, analyze, and apply knowledge of the themes, structure, and elements of myths, traditional narratives, and classical literature and provide evidence from the text to support their understanding.

16.11 Analyze the characters, structure, and themes of classical Greek drama and epic poetry.

Student Learning Objectives

Analyze the characters, structure, and themes of classical Greek drama and epic poetry.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Reading and Literature

State Standards 26017

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

17.7 Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.

Student Learning Objectives

Identify and analyze the origins of drama and dramatic conventions.

Identify and analyze how dramatic conventions support, interpret, and enhance dramatic text.

Identify and analyze types of dramatic literature, including Shakespeare.

Identify and analyze dramatic conventions (*monologue, soliloquy, chorus, aside, dramatic irony*).

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 10

Course

Topic

Strand Reading and Literature

State Standards 26018

Students will identify, analyze, and apply knowledge of the structure, elements, and theme of a dramatic work and provide evidence from the text to support their understanding.

18.5 Develop, communicate, and sustain consistent characters in improvisational, formal, and informal productions, and create their own scoring guides with categories and criteria for assessment of presentations.

Student Learning Objectives

Communicate and sustain consistent characters in informal classroom productions.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 10

Course

Topic

Strand Composition

State Standards 26019

Students will write with a clear focus, coherent organization, and sufficient detail.

Continue to address earlier standards as needed.

For imaginative/literary writing:*

19.24 Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.

19.25 Write poems using a range of poetic techniques, forms (*sonnet, ballad*), and figurative language.

For informational / expository writing:

19.26 Write well-organized compositions about literature that have clear focus, logical development, effective use of detail, and variety in sentence structure.

19.27 Write well-organized research papers that prove a thesis statement, using logical organization, effective supporting evidence, and variety in sentence structure.

Student Learning Objectives

Write well-organized stories or scripts with an explicit or implicit theme and details that contribute to a definite mood or tone.

Write poems using a range of poetic techniques, forms, and figurative language.

Write well-organized compositions about literature that have clear focus, logical development, transitional devices, effective use of detail, and variety in sentence structure.

Demonstrate an individual voice in writing responses

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 26020

Students will write for different audiences and purposes.

Continue to address earlier standards as needed.

20.6 Use different levels of formality, style, and tone when composing for different audiences.

Student Learning Objectives

Use different levels of formality, style, and tone when composing for different audiences.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 10

Course

Topic

Strand Composition

State Standards 26021

Students will demonstrate improvement in organization, content, paragraph development, level of detail, style, tone, and word choice (diction) in their compositions after revising them.

21.9 Revise writing by attending to topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics.

Student Learning Objectives

Revise and improve writing by attending to topic/idea development, organization, level of detail, language/style, word choice, sentence variety/structure, grammar and usage, and mechanics.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 26022

Students will use knowledge of standard English conventions in their writing and revisions.
22.9 Use knowledge of types of clauses (main and subordinate), verb forms (gerunds, infinitives and participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.

Student Learning Objectives

Use knowledge of types of clauses (main and subordinate), verb forms (gerunds, infinitives and participles), mechanics (semicolons, colons, hyphens), usage (tense consistency), sentence structure (parallel structure), and standard English spelling when writing and editing.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 26023

Students will organize ideas in writing in a way that makes sense for their purpose.

Continue to address earlier standards as needed.

23.11 Integrate all elements of fiction to emphasize the theme and tone of the story.

23.12 Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion.

Student Learning Objectives

Integrate elements of fiction (*character development, setting, plot structure, tone, mood, atmosphere, point of view, narrative structure*) to convey author's purpose effectively

Organize ideas for a critical essay about literature or a research report with an original thesis statement in the introduction, well constructed paragraphs that build an effective argument, transition sentences to link paragraphs into a coherent whole, and a conclusion, with emphasis on the five paragraph essay.

Address the purposes and audiences for which writing is intended.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Composition

State Standards 26024

Students will gather information from a variety of sources, analyze and evaluate the quality of the information they obtain, and use it to answer their own questions.

Continue to address earlier standards as needed.

24.5 Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent standard format and presenting research.

Student Learning Objectives

Formulate open-ended research questions and apply steps for obtaining and evaluating information from a variety of sources, organizing information, documenting sources in a consistent standard format and presenting research.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Topic

Strand Composition

State Standards 26025

Students will develop and use appropriate rhetorical, logical, and stylistic criteria for assessing final versions of their compositions or research projects before presenting them to varied audiences.

25.5 Use group-generated criteria for evaluating different forms of writing and explain why these are important before applying them.

Student Learning Objectives

Use student-generated criteria for evaluating different forms of writing.

Conduct self-evaluation focusing on choice of words, logic and style.

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

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Course

Topic

Strand Media

State Standards 26026

Students will identify, analyze, and apply knowledge of the conventions, elements, and techniques of film, radio, video, television, multimedia productions, the Internet, and other technologies, and provide evidence to support their understanding.

26.5 Analyze visual or aural techniques used in a media message for a particular audience and evaluate their effectiveness.

Student Learning Objectives

Compare and evaluate the perspectives of various media.
(*Facilities and resources may hinder the scope of this standard.)

Suggested Instructional Strategies

Assessment

Discipline English Language Arts

Grade 10

Course

Topic

Strand Media

State Standards 26027

Students will design and create coherent media productions (audio, video, television, multimedia, Internet, and other technologies) with a clear controlling idea, adequate detail, and appropriate consideration of audience, purpose, and medium.

Continue to address earlier standards as needed.

27.6 Create media presentations that effectively use graphics, images and/or sound to present a distinctive point of view on a topic.

27.7 Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

Student Learning Objectives

Create media presentations that effectively use graphics, images and/or sound to present a distinctive point of view on a topic.

Develop and apply criteria for assessing the effectiveness of the presentation, style, and content of films and other forms of electronic communication.

Suggested Instructional Strategies

Assessment