

# Grade 10 Accelerated English Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	A.E.
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September	<p>Summer Reading: <i>Night, Hiroshima, The Adventures of Huckleberry Finn</i></p> <p>Vocabulary Development – Ongoing (<i>Vocabulary for the High School Student</i>) and words taken from the texts being read</p>	<p>Theme, conflict, characterization, dialogue, symbolism, historical fiction, plot development, tone, mood</p> <p>Definitions, context clues, structural analysis, etymology</p>	<p><b>2</b> Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p><b>6</b> Identify content-specific vocabulary, terminology, or jargon unique to particular social or professional groups Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech</p> <p><b>8</b> Identify and interpret themes using textual evidence to support his/her opinion</p> <p><b>9</b> Relate a literary work to information about its setting and to primary source documents from its historical period Relate characters and events to a historical era</p> <p><b>11</b> Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>13</b> Analyze the structure and elements of a non-fiction work</p> <p><b>15</b> Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p><b>19</b> Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p><b>26</b> Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.</p> <p><b>4</b> Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to decipher the meanings of new words Use general dictionaries, specialized dictionaries, thesauruses, histories of language, books of quotations, and other related references as needed</p> <p><b>5</b> Describe the origins and meanings of commonly used foreign words or phrases used frequently in written English Show the use of foreign words in relationship to historical events or developments (coup, glasnost, etc.)</p> <p><b>5</b> Identify noun, adjectival, and adverbial clauses Recognize the functions of participles, gerunds, and infinitives Identify elements of sentence structure (parallelism, properly placed modifiers)</p> <p style="text-align: center;">2</p> <p><b>21</b> Proofread for mechanics, word usage, detail, sentence structure, and organizational format Rewrite and revise writing for topic/idea development, organization, level of detail, language/style, sentence structure</p>	<p><b>Formative:</b> Free write on <i>Hiroshima</i>; discussion on <i>Night</i>; mapping exercise for <i>Huckleberry Finn</i></p> <p><b>Summative:</b> Summer Reading Tests on all three books</p> <p><b>Formative:</b> Cooperative group work for review; vocabulary quizzes</p> <p><b>Summative:</b> Vocabulary Tests</p>	<p>1, 3, 5, 6</p>
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October	<p><i>All Quiet on the Western Front</i></p> <p>World War II Poetry</p>	<p>Historical fiction, theme, tone, first person point of view, mood, conflict symbolism, imagery, alliteration, metaphor, assonance, rhyme scheme, consonance, simile, personification, irony, audience</p>	<p><b>2</b> Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p><b>8</b> Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion</p> <p><b>9</b> Relate a literary work to information about its setting and to primary source documents from its historical period Relate characters and events to a historical era</p> <p><b>10</b> Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message</p> <p><b>11</b> Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>14</b> Identify, understand, and use the following: alliteration, metaphor, rhythm, couplet, onomatopoeia, simile, personification, rhyme scheme, hyperbole and symbolism Identify the theme of a given poem and provide evidence from the text to support this choice</p> <p><b>15</b> Identify and analyze imagery in a literary piece Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p><b>18</b> Develop, communicate, and sustain consistent characters in formal and informal presentations</p> <p><b>19</b> Write well-organized stories or scripts with implicit or explicit themes and details that contribute to a definite mood or tone Write poems using a range of poetic techniques and figurative language</p> <p><b>20</b> Select an appropriate form or genre as well as a specific level of formality when writing for a specific audience and/or purpose Work on developing an individual style and tone when writing for different audiences</p> <p><b>24</b> Create open-ended research questions, use a variety of resources, and select appropriate research methods for research on a specific topic</p> <p><b>26</b> Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings</p>	<p><b>Formative:</b> Class discussions and free write activities focusing on elements of the story. Salvaging exercise for key passages in the book.</p> <p><b>Summative:</b> Essay on <i>All Quiet on the Western Front</i> using “salvaged” passages</p>	1,3,5,6
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<b>November</b>	Continuation of World War II Poetry			<p><b>Formative:</b> Individual and group analyses of poems; worksheets on figures of speech and sound devices; quizzes on poetic terms</p> <p><b>Summative:</b> In-depth written analysis of a poem; partner presentations on assigned poems</p>	

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<b>December</b>	Selected biographical and autobiographical works	Autobiography, biography, irony, plot development, tone, mood, point of view	<p><b>1</b> Practice speaking techniques</p> <p><b>2</b> Contribute actively to class discussions</p> <p>Summarize in a coherent way what was learned from a focused discussion</p> <p><b>8</b> Identify and interpret themes using textual evidence to support his/her opinion</p> <p>Analyze the logic and use of evidence in an author's argument</p> <p><b>9</b> Relate characters and events to a historical era</p> <p><b>10</b> Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message</p> <p><b>13</b> Analyze the structure and elements of a non-fiction work</p> <p><b>15</b> Identify and analyze imagery in a literary piece</p> <p>Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p><b>19</b> Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p><b>20</b> Select an appropriate form or genre as well as a specific level of formality when writing for a specific audience and/or purpose</p> <p>Work on developing an individual style and tone when writing for different audiences</p> <p><b>22</b> Use knowledge of types of clauses (independent and dependent), verb forms (gerunds, participles, and infinitives), mechanics (semicolons, colons, hyphens), usage (consistency of tense), sentence structure (parallel structure), and standard English spelling</p> <p><b>23</b> Organize ideas for a critical essay about literature or a research report using the following:</p> <ul style="list-style-type: none"> <li>-Complete introduction including an original thesis statement</li> <li>-Well-constructed paragraphs that build an effective argument for a position</li> <li>-Transition sentences to link paragraphs</li> <li>-A sound conclusion that restates points made in the body of the work</li> </ul>	<p><b>Formative:</b> Reading quizzes, group discussions and presentations</p> <p><b>Summative:</b> Nonfiction Test</p>	1,3,4,5,6
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<b>January</b>	<i>Animal Farm, The Moon Is Down, selected political speeches</i>	Parody, satire, mood, symbols, theme, mottos, conflict, historical context and perspective	<p><b>2</b> Contribute actively to class discussions</p> <p><b>3</b> Use language to persuade, to explain, or to seek information</p> <p><b>8</b> Identify and interpret themes using textual evidence to support his/her opinion</p> <p>Analyze the logic and use of evidence in an author's argument</p> <p><b>9</b> Relate a literary work to information about its setting and to primary source documents from its historical period</p> <p>Relate characters and events to a historical era</p> <p><b>11</b> Identify the theme of a selection and provide implied or directly stated evidence to support the choice</p> <p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>15</b> Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p><b>19</b> Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p><b>20</b> Select an appropriate form or genre as well as a specific level of formality when writing for a specific audience and/or purpose</p> <p><b>21</b> Proofread for mechanics, word usage, detail, sentence structure, and organizational format</p> <p>Rewrite and revise writing for topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics</p>	<p><b>Formative:</b> Activities connecting fictional works to historical information; group posters indicating themes and symbols; discussion of mottos that inspire conformity</p> <p><b>Summative:</b> Short Answer Test</p>	1,3,5,6

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February	<p><i>The Catcher in the Rye</i></p>	<p>Symbolism, theme, conflict, repetition, foreshadowing, character development, point of view, narrative stance, irony, dialect</p>	<p><b>2</b> Contribute actively to class discussions  <b>3</b> Use language to persuade, to explain, or to seek information  <b>6</b> Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech  <b>8</b> Identify and analyze image patterns or use of symbolism                      Identify and interpret themes using textual evidence to support his/her opinion  <b>9</b> Relate characters and events to a historical era  <b>11</b> Identify the theme of a selection and provide implied or directly stated evidence to support the choice  <b>12</b> Analyze elements in fiction such as point of view, characterization, and irony  <b>15</b> Identify and analyze imagery in a literary piece                      Begin to identify how an author's use of words creates tone and mood and influences presentation of theme  <b>19</b> Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety  <b>20</b> Work on developing an individual style and tone when writing for different audiences  <b>22</b> Use knowledge of types of clauses (independent and dependent), verb forms (gerunds, participles, and infinitives), mechanics (semicolons, colons, hyphens), usage (consistency of tense), sentence structure (parallel structure), and standard English spelling  <b>23</b> Organize ideas for a critical essay about literature or a research report using the following:                      -Complete introduction including an original thesis statement                      -Well-constructed paragraphs that build an effective argument for a position                      -Transition sentences to link paragraphs                      -A sound conclusion that restates points made in the body of the work  <b>25</b> Demonstrate an understanding of rubrics and create rubrics                      Assess one's own work and the work of others using rubrics</p>	<p><b>Formative:</b> Class discussion; free write activities; scavenger hunt for most significant passages</p> <p><b>Summative:</b> <i>The Catcher in the Rye</i> Test; essay analysis of passage relating to theme</p>	<p>1,3,5,6</p>
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	<p><i>The Merchant of Venice</i>, Shakespearean sonnets</p>	<p>Drama, tragedy, comedy, round and flat characters, epilogue, romance, melodrama, subplots, soliloquy, aside, comic relief, dramatic presentation (voice, body language, implied stage directions), props, foreshadowing, irony, character development, motive, conventions of a sonnet, etymology</p>	<p><b>1</b> Practice speaking techniques  <b>3</b> Give formal and informal speeches to various audiences using appropriate rhetorical devices          Analyze effective speeches and incorporate some of the features in his/her speech          Create and use an appropriate scoring rubric to prepare and assess his/her own speech  <b>4</b> Use knowledge of Greek, Latin, and Norse mythology, the Bible, and other works often alluded to in British and American literature to decipher the meanings of new words  <b>5</b> Describe the origins and meanings of commonly used foreign words or phrases used frequently in written English  <b>6</b> Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech  <b>8</b> Identify and analyze image patterns or use of symbolism          Identify and interpret themes using textual evidence to support his/her opinion  <b>11</b> Analyze themes from a variety of selections and show how they represent a view or a comment on life  <b>14</b> Identify, understand, and use the following: alliteration, metaphor, rhythm, couplet, onomatopoeia, simile, personification, rhyme scheme, hyperbole and symbolism          Identify the theme of a given poem and provide evidence from the text to support this choice  <b>15</b> Identify and analyze imagery in a literary piece  <b>17</b> Analyze the components of drama and how they enhance dramatic production and theme  <b>18</b> Develop, communicate, and sustain consistent characters in formal and informal presentations          Create scoring guides with criteria for assessment of presentations  <b>19</b> Write well-organized stories or scripts with implicit or explicit themes and details that contribute to a definite mood or tone          Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety  <b>21</b> Proofread for mechanics, word usage, detail, sentence structure, and organizational format          Rewrite and revise writing for topic/idea development, organizing, level of detail</p>	<p><b>Formative:</b> Character posters; diagrams of plot and subplot (Venice and Belmont); Quiz on Shakespeare and Elizabethan Theatre</p> <p><b>Summative:</b> <i>The Merchant of Venice</i> Test; Mind maps of a character with key passages included</p>	<p>1,3,4,5,6</p>
<p style="text-align: center;"><b>March</b></p>	<p>MCAS preparation</p>	<p>Focus on long composition</p>			

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<b>April</b>	Continuation of <i>The Merchant of Venice</i>  Continuation of MCAS Preparation	See March  Revisit literary terms; practice open-response questions	See March		

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<p>May</p>	<p><i>A Raisin in the Sun</i>; African-American Poetry</p>	<p>Historical context, theme, mood, characterization, poetic conventions, dramatic conventions, stage directions, conflict, dialect, dialogue</p>	<p><b>2</b> Contribute actively to class discussions  <b>3</b> Use language to persuade, to explain, or to seek information  <b>4</b> Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions  <b>6</b> Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech  <b>8</b> Identify and analyze image patterns or use of symbolism                      Identify and interpret themes using textual evidence to support his/her opinion  <b>9</b> Relate a literary work to information about its setting and to primary source documents from its historical period                      Relate characters and events to a historical era  <b>10</b> Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message  <b>11</b> Analyze themes from a variety of selections and show how they represent a view or a comment on life  <b>14</b> Identify, understand, and use the following: alliteration, metaphor, rhythm, couplet, onomatopoeia, simile, personification, rhyme scheme, hyperbole and symbolism                      Identify the theme of a given poem and provide evidence from the text to support this choice  <b>15</b> Identify and analyze imagery in a literary piece                      Begin to identify how an author's use of words creates tone and mood and influences presentation of theme  <b>17</b> Analyze the components of drama and how they enhance dramatic production and theme  <b>18</b> Develop, communicate, and sustain consistent characters in formal and informal presentations                      Create scoring guides with criteria for assessment of presentations  <b>19</b> Write well-organized stories or scripts with implicit or explicit themes and details that contribute to a definite mood or tone                      Write poems using a range of poetic techniques and figurative language  <b>20</b> Select an appropriate form or genre as well as a specific level of formality when writing for a specific audience and/or purpose</p>	<p><b>Formative:</b> Identify cultural differences in historical context; character list of motives linked to passages in the play; analyze Langston Hughes' poem – free write connections to characters and themes in the play</p> <p><b>Summative:</b> In a group, create a one-act play (complete with stage directions and performed) based on one of the plays main themes</p>	<p>1,3,5,6</p>
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<b>June</b>	Selected short works from <i>Designs in Fiction</i> and <i>Designs in Nonfiction</i>	Theme, symbolism, conflict, characterization, mood, tone, point of view, irony, exposition, plot	<p><b>2</b> Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p><b>8</b> Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion Analyze the logic and use of evidence in an author's argument</p> <p><b>9</b> Relate a literary work to information about its setting and to primary source documents from its historical period</p> <p><b>10</b> Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message</p> <p><b>11</b> Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p><b>12</b> Analyze elements in fiction such as point of view, characterization, and irony</p> <p><b>13</b> Analyze the structure and elements of a non-fiction work</p> <p><b>19</b> Write well-organized stories or scripts with implicit or explicit themes and details that contribute to a definite mood or tone Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p><b>21</b> Proofread for mechanics, word usage, detail, sentence structure, and organizational format Rewrite and revise writing for topic/idea development, organization, level of detail, language/style, sentence structure, grammar and usage, and mechanics</p> <p><b>23</b> Organize ideas for a critical essay about literature or a research report using the following: -Complete introduction including an original thesis statement -Well-constructed paragraphs that build an effective argument for a position -Transition sentences to link paragraphs -A sound conclusion that restates points made in the body of the work</p>	<p><b>Formative:</b> Group work in which students identify literary conventions in fiction and nonfiction, etc.; webbing exercises and questions focused on literary terms;</p> <p><b>Summative:</b> Essay on "Molly Morgan" : Is the story's resolution realistic? If yes, how are you prepared; if no, why not?</p>	1,5,6
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