

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations.
September	<p>Summer Reading: <i>Night</i></p> <p>Vocabulary from the texts and from <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: Parts of Speech and sentence structure review Writing an expository paper</p>	Theme, conflict, characterization, dialogue, symbolism, historical fiction, plot development, tone, mood, satire/ parody	<p>2 Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p>5 Identify simple, compound, complex, and compound-complex sentences.</p> <p>6 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>8 Identify and interpret themes using textual evidence to support his/her opinion</p> <p>9 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>11 Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p>12 Analyze elements in fiction such as point of view, characterization, and irony</p> <p>13 Analyze the structure and elements of a non-fiction work</p> <p>15 Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p>19 Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p>26 Compare stories in print with their filmed adaptations, describing the similarities and differences in the portrayal of characters, plot, and settings.</p>	<p>Formative: <i>Night</i> Discuss plot, conflict, and theme of story. Research Holocaust and concentration camps. Take reading comprehension quizzes.</p> <p>Summative: Complete objective and or essay test on novel</p>	1, 3, 5, 6

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
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Standard English Grade Ten Curriculum Map

October	<p><i>All Quiet on the Western Front</i></p> <p>World War II Poetry including “Dulce Et Decorum Est”</p> <p>Vocabulary from the texts</p> <p>Grammar: The phrase and letter writing (social notes, friendly letter) Descriptive writing</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>2 Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p>5 Recognize the function of participles, gerunds, infinitives.</p> <p>8 Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion</p> <p>9 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>10 Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message</p> <p>11 Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p>12 Analyze elements in fiction such as point of view, characterization, and irony</p> <p>14 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>15 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>18 Develop, communicate, and sustain consistent characters in formal and informal presentations</p> <p>19 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>20 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>Formative: Keep journal of Paul Baumer’s experiences. Discuss affects of war on young men (Vietnam War). Discuss irony as it relates to final chapter. Survival skills necessary to endure painful experiences.</p> <p>Summative: As Paul Baumer write a letter to your family during your last days before the end of the war. Convey to them in your letter without being too graphic what the experience was like for you and what you will take away from it.</p> <p>Formative: World War II poetry Using several samples of poetry written during the war discuss poetry terms and theme. Explain sarcasm and irony.</p> <p>Summative: Write a poem that depicts your experience with school using poetry conventions and focused on your theme.</p>	1, 3, 5, 6
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Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
November	Continuation of World War II Poetry	See October	See October	Formative: See October Summative:	1, 3, 5, 6

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
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Standard English Grade Ten Curriculum Map

December	<p>Selected biographical and autobiographical works Several ironic pieces (“The Lottery”, Story of an Hour, “Desiree’s Baby)</p> <p>Vocabulary: <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: The Clause and sentence variety</p>	<p>Autobiography, biography, irony, plot development, tone, mood, point of view</p>	<p>1 Practice speaking techniques 2 Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion 5 Identify clauses 8 Identify and interpret themes using textual evidence to support his/her opinion Analyze the logic and use of evidence in an author's argument 9 Relate characters and events to a historical era 10 Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message 13 Analyze the structure and elements of a non-fiction work 15 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 19 Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety 20 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 22 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 23 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 essay</p>	<p>Formative: Autobiography and Biography Read several pieces for comprehension and relate works to criteria of biography or autobiography. Discuss how authors can portray subjects in different ways depending on who writes the tale. Students will write a narrative about a piece of their lives.</p> <p>Summative: Students will read an autobiography or biography outside of class. They will turn the information they have learned about their person into a short story book with illustrations.</p> <p>Formative: Irony After reading the selections and discussing the use of irony in each tale, students will be asked to find examples of irony in their daily lives.</p> <p>Summative: Students will complete a comprehension test covering the elements of short stories, biographies, autobiographies, irony and the selections covered in class.</p>	1,3,4,5,6
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Standard English Grade Ten Curriculum Map

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January	<p><i>Animal Farm, The Moon Is Down, selected political speeches</i></p> <p>Vocabulary from the texts</p> <p>Grammar: Capitalization and Punctuation Narrative writing</p>	Parody, satire, mood, symbols, theme, mottos, conflict, historical context and perspective	<p>2 Contribute actively to class discussions</p> <p>3 Use language to persuade, to explain, or to seek information</p> <p>5 Use standard mechanics, usage, and spelling correctly in content areas</p> <p>8 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>9 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>11 Identify the theme of a selection and provide implied or directly stated evidence to support the choice</p> <p>12 Analyze elements in fiction such as point of view, characterization, and irony</p> <p>15 Begin to identify how an author's use of words creates tone and mood and influences presentation of theme</p> <p>19 Write well-developed essays (persuasive, literary, personal) that have a clear focus, logical development, effective use of detail, and sentence variety</p> <p>20 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>21 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>Formative: <i>Animal Farm</i> Students will read and watch the live action film. They will complete chapter questions. Students will research Stalin, Trotsky, Russia, and other relevant historical information to make an educated comparison of the novel and the time period it details.</p> <p>Summative: Students will identify propaganda prevalent in advertisements. They will identify its motivation and create an advertisement of their own.</p> <p>Formative: <i>The Moon is Down</i> Read and discuss plot and characterization. Why did Steinbeck make the “enemy” seem likeable? Why were copies of this book secreted throughout Europe and even banned in some places?</p> <p>Summative: Project with rubric which includes writing both formal and creative, art, and map making.</p>	1,3,5,6

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
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Standard English Grade Ten Curriculum Map

February	<p><i>A Raisin in the Sun</i> and African American poetry</p> <p>Vocabulary from the texts and from <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: Use of quotations, letter writing</p>	<p>Historical context, theme, mood, characterization, poetic conventions, dramatic directions, conflict, dialect, dialogue</p>	<p>2 Contribute actively to class discussions 3 Use language to persuade, to explain, or to seek information 4 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions 5 Use standard mechanics, usage, and spelling correctly in content areas 6 Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech 8 Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion 9 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 10 Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message 11 Analyze themes from a variety of selections and show how they represent a view or a comment on life 14 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 15 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 17 Analyze the components of drama and how they enhance dramatic production and theme 18 Develop, communicate, and sustain consistent characters in formal and informal presentations Create scoring guides with criteria for assessment of presentations 19 Write well-organized stories or scripts with implicit or explicit themes and details that</p>	<p>Formative: Students will each take a role in the play and create a character journal detailing the external and internal conflicts that occur to their character and the affect it has on the character. A study sheet for background will be provided along with comprehension and plot development questions. Students will read a newspaper report about the Alabama Church bombing and the racial tensions that were prevalent during this time and write a reaction paper to the readings. Students will write a Dear Abby letter as one of the characters describing their issues within the family structure. Comprehension quizzes will be given.</p> <p>Summative: Students will write an act which covers what happens to the Youngers once they have settled into their new home.</p>	1,3,5,6
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Standard English Grade Ten Curriculum Map

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
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Standard English Grade Ten Curriculum Map

<p>March</p>	<p><i>The Merchant of Venice</i>, Shakespearean sonnets</p> <p>Vocabulary from the text and from <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: Development of English (etymology) and review of other pieces</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>1 Practice speaking techniques 3 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 4 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 5 Describe the origins and meanings of commonly used foreign words or phrases used frequently in written English 6 Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech 8 Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion 11 Analyze themes from a variety of selections and show how they represent a view or a comment on life 14 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 15 Identify and analyze imagery in a literary piece 17 Analyze the components of drama and how they enhance dramatic production and theme 18 Develop, communicate, and sustain consistent characters in formal and informal presentations Create scoring guides with criteria for assessment of presentations 19 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</p>	<p>Formative: Sonnets Students will read several Shakespearean sonnets as well as examples of other sonnets. They will identify structure, poetry conventions, and theme. Students will attempt to write an original sonnet.</p> <p>Summative: Students will be given a sonnet previously not covered and identify structure, poetry conventions, and theme.</p> <p>Formative: Merchant of Venice A historical background of England during Shakespeare's time will be presented to help dispel questions of stereotyping later on when the play is read. The play will be read aloud with students taking parts. Comprehension questions will be given as well as periodic quizzes. Discussions on use of language and humor will take place.</p> <p>Summative: A test on comprehension will be given. Students will also write about the use of stereotypes and the influence of an author's prejudices in creating a work.</p>	<p>1,3,4,5,6</p>
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Standard English Grade Ten Curriculum Map

Standard English Grade Ten Curriculum Map

	Unit/Literature	Literary Terms	Standards and Grade Level Expectations	Assessment	Academic Expectations
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Standard English Grade Ten Curriculum Map

<p>May</p>	<p><i>Huckleberry Finn</i> (selected chapters)</p> <p>Vocabulary from the texts and from <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: As needed</p>	<p>Historical context, theme, mood, characterization, poetic conventions, dramatic conventions, state directions, conflict, dialect, dialogue</p>	<p>2 Contribute actively to class discussions 3 Use language to persuade, to explain, or to seek information 4 Identify and use correctly idioms, cognates, words with literal and figurative meanings, and patterns of word changes that indicate different meanings or functions 5 Use standard mechanics, usage, and spelling correctly in content areas 6 Identify differences among the voice, tone, diction, and syntax used in media presentations and those elements in informal speech 8 Identify and analyze image patterns or use of symbolism Identify and interpret themes using textual evidence to support his/her opinion 9 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 10 Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message 11 Analyze themes from a variety of selections and show how they represent a view or a comment on life 14 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 15 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 17 Analyze the components of drama and how they enhance dramatic production and theme 18 Develop, communicate, and sustain consistent characters in formal and informal presentations</p> <p style="text-align: center;">16</p> <p>Create scoring guides with criteria for assessment of presentations 19 Write well-organized stories or scripts with</p>	<p>Formative: <i>Huck Finn</i> Read and discuss theme, conflict, and plot. Discuss characterization and use of dialect. Research Jim Crow laws. Discuss why Huck, as a white Southerner would feel conflicted about his decisions regarding Jim. Research Mark Twain's life and apply his experiences to novel. How is <i>Huck Finn</i> a satire of the South? Take periodic reading comprehension quizzes.</p> <p>Summative: As a book reviewer you must determine whether or not <i>Huckleberry Finn</i> should be placed on a list of banned books based on your knowledge of the content.</p>	<p>1,3,5,6</p>
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Standard English Grade Ten Curriculum Map

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Standard English Grade Ten Curriculum Map

June	<p>Edith Hamilton's <i>Mythology and selected Aesop's Fables</i></p> <p>Vocabulary from the texts and from <i>Vocabulary for the College Bound Student</i></p> <p>Grammar: As needed</p>	<p>Theme, symbolism, conflict, characterization, tone, point of view, irony, exposition, plot</p>	<p>2 Contribute actively to class discussions Summarize in a coherent way what was learned from a focused discussion</p> <p>8 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>9 Relate a literary work to information about its setting and to primary source documents from its historical period</p> <p>10 Compare and contrast the presentation of theme across genres to explain how the type of genre shapes the message</p> <p>11 Analyze themes from a variety of selections and show how they represent a view or a comment on life</p> <p>12 Analyze elements in fiction such as point of view, characterization, and irony</p> <p>19 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>21 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>23 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>Formative: <i>Mythology and The Trojan War</i> Read and discuss the Part Four Chapters 13-16 detailing the Trojan War and its aftermath. Discuss why the gods participated, intervened, and fought for certain Greek and Trojan warriors. Describe the battle tactics and historical implications. Find connections across curriculums (foreign language, social studies, mathematics) Complete comprehension quizzes.</p> <p>Summative: Write a newspaper article or create a news program with a script that provides details about what was occurring during the different stages of the battle.</p> <p>Formative: <i>Mythology and The Creation Myth</i> Read Part One Chapter Three- How the World and Mankind Were Created. Discuss how the gods are represented as being human. Why did the Greeks decide to portray the gods in this manner? Bring in pictures of sculptures and architecture from this time period to illustrate the point. Read a selection from the Bible or other work detailing the use of the creation myth. Introduce Aesop's Fables and discuss the use of animals to convey the same lessons as those taught by the Greek gods.</p> <p>Summative: Students will research one other creation myth and compare it to Greek mythology. What animal is used to represent the god(s) and mankind? What typical structures are present in the myth? (flood, famine, loss of paradise?) Students will also create a creation myth based on one of the following: why do the leaves turn colors, why does the tide ebb and rise, why does it snow, etc.</p>	1, 3, 5, 6
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Standard English Grade Ten Curriculum Map