

Mercer County Public Schools

PRIORITIZED CURRICULUM

Reading/English Language Arts
Content Maps
Grade 10

Revised July 2011

C O N C E P T M A P

English 10

Suggested Sequence:

1. Reading Strategies
2. Reading Analysis
3. Writing Process
4. Genres of Writing
5. Communication Skills

Key Concepts:

Estimated days to complete - 19

Key Vocabulary:

Independent Reading

Context Clues

Comprehension Skills

Vocabulary Enrichment

Summary / Response

Topic:

Reading Strategies

CSO's: 10.1.03; 10.1.04; 10.1.05; 10.1.10; 10.1.11

Enduring Understanding:

Effective readers use various strategies to make sense out of text.

Essential Question(s):

How do I know I understand what I read?

Examples:

Reading for Homework

Graphic Organizers

**Reading Guide
Questions**

Write Summary

Prediction

Inference

Plot Structure

Homonyms

Prefixes/Suffixes

Etymology

Key Concepts:

Reading for Purposes

Characteristics of Author's Writing

Literary Devices

Historical, Cultural, Biographical Connections

Estimated days to complete - 19

Topic:

Reading Analysis

CSO's: 10.1.01; 10.1.06; 10.1.07; 10.1.08

Key Vocabulary:

Style / Purpose

Tone

Audience

Personification

Symbolism

Metaphor

Simile

Rhythm / Meter

Rhyme

Alliteration

Assonance

Hyperbole

Enduring Understanding:

The goal of reading is to make meaning from text.

Essential Question(s):

What is the author saying?
What does it mean to me?

Examples:

Summary/Response

Predict Outcome

Compare/Contrast

**Fiction/Nonfiction
Drama
Short Story
Poetry**

Key Concepts:

Audience

Point of View

Thesis Statement

Draft / Revision

Final Product

Estimated days to complete - 19

Topic:
Writing Process
CSO's: 10.1.02; 10.1.03;10.1.04;10.1.05;10.2.02;
10.2.03; 10.2.4; 10.2.5; 10.2.6; 10.2.07; 10.2.08;
10.2.09

Enduring Understanding:

Writing conveys meaning.

Essential Question(s):

How do writers express their thoughts and feelings?

Examples:

Webbing
Brainstorming
Clustering

Word Choice

Standard Usage

Word Processing
Timed Writing

Key Vocabulary:

Transition

Coherence

Unity

Sentence Variety

Vivid Words

Mechanics

Thesaurus

Parallelism

Redundancy

Diction

Graphic Organizers

Key Concepts:

Persuasive

Narrative

Descriptive

Expository

Personal

Estimated days to complete - 19

Topic:
Genres of Writing
CSO's: 10.2.01; 10.2.10; 10.2.11

Key Concepts:

Enduring Understanding:

Genre influences organization, technique and style.

Essential Question(s):

How do writers decide what to write?

Examples:

Journal Essay

Compare/Contrast

Research Report

Short Story

Key Vocabulary:

Genre

Persuasive

Narrative

Descriptive

Expository

Documentation

MLA Style

Work Cited Page

Loaded Words

Denotation/Connotation

Propaganda, etc.

Plagiarism

Key Vocabulary:

Estimated days to complete - 4

Critical Listening

Topic:
Communication Skills
CSO's: 10.3.01; 10.3.02; 10.3.03; 10.3.04;
10.3.05;10.3.06; 10.3.07

Trait

Critical Viewing

Slang

Following Directions

Dialect

Speaking Standard English

Enduring Understanding:
Effective communication is necessary in daily life.

Formal / Informal

Oral Presentations

Essential Question(s):
What are the traits of an effective communicator?

Fact / Opinion

Didactic

Examples:

PowerPoint Presentation

Didactic Skit

Jargon

Idioms

Cooperative Learning

Mock Job Interview

(English 10)

- Information
- Information
- Information
- Information

Course name	Essential	Important	Nice to have
CSO# details			
10.1.01 Research and analyze historical, cultural, and biographical influences on literary and informational texts.			x
10.1.02 Compare and contrast literary styles according to genre		x	
10.1.03 Extend the amount of independent reading with emphasis on fiction and nonfiction.	x		
10.1.04 Apply various pre-reading skills and comprehension strategies for activating prior knowledge and asking questions during reading and post reading for <ul style="list-style-type: none"> • literary experience • examining textual information • performing an assigned task 	x		
10.1.05 Evaluate the author's use of specific information in text (e.g. author's purpose/perspective, main/supporting details, specific facts, statistics, definition, figurative/nonfigurative words)	x		
10.1.06 Create supportable predictions, generalizations, opinions, inferences and conclusions based upon an analysis of textual information	x		
10.1.07 Interpret and explain the author's choice of literary devices used to construct meaning and define the author's/reader's purpose: <ul style="list-style-type: none"> • symbolism • imagery • irony • satire • cadence • scansion • flashback • foreshadowing • Freytag's pyramid (exposition, rising action, climax, falling action, catastrophe, denouement) 	x		
10.1.08 Interpret and explain the relationships of the literary elements (e.g., setting, plot, , point of view, theme, conflict, characterization, voice, tone, mood) within specific genres	x		
10.1.09 Analyze the organizational patterns (e.g. problem-solution, cause-and-effect, textual features including table of contents, headings, sidebars, marginal notes, graphical representations such as tables, timelines, captions, maps, photographs) and ideas in informational and literary texts.		x	
10.1.10 Extend vocabulary by developing and using new terms and phrases found in reading classical literature and informational texts using various strategies: <ul style="list-style-type: none"> • context clues • affixes 	x		

<ul style="list-style-type: none"> • suffixes • multiple meanings etymologies											
10.1.11 Critique persuasive language and techniques as found in literary and informational texts and media		X									
10.2.01 Define topic from assigned subject/prompt and compose narrative, informative, descriptive and persuasive writings using the five-step writing process (pre-writing, drafting, revising, editing, publishing) for specific audiences by employing writing strategies that are modeled in various types of literature.	X										
10.2.02 Construct a clearly worded and effectively placed thesis statement to develop a composition that addresses the assigned topic		X									
10.2.03 Evaluate, analyze, and synthesize into one's writing a variety of informational media using primary and secondary sources		X									
10.2.04 Formulate a working research question and identify, organize and consider the relevance of known information to guide further research.		X									
10.2.05 Plan and incorporate varied note taking skills to organize and synthesize information from print and electronic sources (e.g., Internet research, electronic databases for periodicals and newspapers, print reference materials) into an outline for a composition or research project (introduction, thesis/hypothesis, main points, supporting details/examples, conclusion		X									
10.2.06 Classify and prioritize different drafting strategies for specific writing tasks to frame a clear, logical progression of ideas in argumentative writing, research writing, literary analysis, and creative and reflective writing		X									
10.2.07 Summarize, paraphrase, and use direct quotations correctly and effectively in a writing/research project in order to avoid plagiarism; recognize copyright laws and public/private domain.		X									
10.2.08 Incorporate different transitional sentences to signal progression of ideas within and between paragraphs as well as appropriate phrases to signal organizational patterns	X										
<table border="1" style="width: 100%;"> <tr> <td style="text-align: center;"> 10.2.09 Revise sentences to create specific effects, variety and more precise and concise language: </td> <td></td> <td></td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> • gerund phrase • participle phrase • infinitive phrase • clauses </td> <td></td> <td></td> <td></td> </tr> </table>	10.2.09 Revise sentences to create specific effects, variety and more precise and concise language:				<ul style="list-style-type: none"> • gerund phrase • participle phrase • infinitive phrase • clauses 				X		
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<ul style="list-style-type: none"> • gerund phrase • participle phrase • infinitive phrase • clauses 											
10.2.10 Select revision and editing strategies to correct errors in and improve organization, content, usage, mechanics and spelling. In the proofreading process, integrate the use of <ul style="list-style-type: none"> • dictionary • spell check • thesaurus • style sheet or guide 											
10.2.11 Develop a research topic, select approaches, write and publish a well-developed research project with documented and cited sources and computer-generated graphics, following a specified format: <ul style="list-style-type: none"> • APA • MLA • Chicago 		X									

(English 10)

- Information
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- Information

English 10 part 2	Essential	Important	Nice to Know						
CSO# details									
10.3.01 Plan, research background of topic, and communicate in different settings (e.g. interpersonal, small group, whole group, panel, round table, debate) and for different purposes: <ul style="list-style-type: none"> • inform • persuade • relate entertain		x							
10.3.02 Formulate and deliver grammatically correct messages, as well as evaluate and adapt strategies for developing credibility, such as speaking truthfully and creating clear and logical messages (e.g., supporting ideas with evidence and emotional appeals in light of purpose, audience and context).		x							
10.3.03 Model a variety of roles in various settings to listen actively, understand the intended message, evaluate, enjoy and/or respond to an oral message: <ul style="list-style-type: none"> • critique oral/visual information • relate experiences in third person • collaborate to achieve a goal • mediate to reach a consensus • deliver an extended extemporaneous speech participate in a panel/round table discussion		x							
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 33%; padding: 5px;"> 10.3.04 Adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to </td> <td style="width: 33%; text-align: center; padding: 5px;">x</td> <td style="width: 33%;"></td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> • intended purpose • make predictions • construct meaning from discussion, speech, or media critique presentation </td> <td></td> <td></td> </tr> </table>	10.3.04 Adapt and use active listening strategies to evaluate the message, formulate a strategy and respond to	x		<ul style="list-style-type: none"> • intended purpose • make predictions • construct meaning from discussion, speech, or media critique presentation				x	
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<ul style="list-style-type: none"> • intended purpose • make predictions • construct meaning from discussion, speech, or media critique presentation									
10.3.05 Understand, evaluate and create media communications.									
10.3.06 Properly use private and public information		x							
10.3.07 Plan, create, organize, and present an age appropriate media product that demonstrates an understanding of format, purpose, audience, and choice of medium		x							

GOALS **I. Reading** **II. Writing/Grammar Research** **III. Listening/speaking/Viewing**

Grammar, vocabulary study, and spelling will be constantly addressed through activities related to the units of study.

Week	Unit of Study	Resources	I	II	III	Suggested Writing Activities
1	Reading Skills Short story unit	Reading skills and strategies Literary text	.	.	.	Analysis paper Oral /class discussion
2	Short story unit (continued)	Reading skills and strategies Literary text	.	.	.	Analysis paper Oral / class discussion
3	Grammar review	<u>Little Brown Handbook</u> :(LBH) text	.	.	.	Oral / class discussion
4	Mini research unit	LBH: writing research reports Media, Library Internet usage / writing lab	.	.	.	Mini research paper Oral / class discussion
5	Novel unit	Ancillary novel appropriate audio/visual tapes	.	.	.	Novel specific writing assignment Oral / class discussion
6	Novel unit (continued)	Ancillary novel appropriate audio/visual tapes	.	.	.	Novel specific writing assignment Oral / class discussion
7	Poetry unit	Literature text	.	.	.	Poems Descriptive/Interpretive essay Oral / class discussion
8	Poetry unit (continued)	Literary text	.	.	.	Poems Descriptive/Interpretive essay Oral / class discussion
9	Drama Unit: <i>Julius Caesar</i>	Literary text appropriate audio/visual tapes	.	.	.	Persuasion essay Keep a journal for / as one of the characters Oral / class discussion

GOALS						
I. Reading		II. Writing/Grammar Research			III. Listening/speaking/Viewing	
Week	Unit of Study	Resources	I	II	III	Suggested Writing Activities
10	Drama Unit (continued) <i>Julius Caesar</i>	Literature text Appropriate audio/visual tapes	.	.	.	Persuasion essay Keep a journal for/as one of the characters Oral / class discussion
11	Drama Unit (continued) <i>Julius Caesar</i>	Literature text Appropriate audio/visual tapes	.	.	.	Persuasion essay Keep journal Oral / class discussion
12	Non-fiction Unit	Literature text Expository essay	.	.	.	Autobiography or Eye witness account Oral / class discussion
13	Non-fiction Unit (continued)	Literature text	.	.	.	Autobiography or Eye witness account Oral / class discussion
14	Multicultural/Legend Unit	Literature text Ancillary material	.	.	.	Paraphrase a selection or write a fable or legend Oral / class discussion
15	Novel Unit	Ancillary novel; Writing Lab Appropriate audio/video resources	.	.	.	Novel specific writing assignment Oral / class discussion
16	Novel Unit (continued)	Ancillary novel: Writing Lab Appropriate audio/video resources	.	.	.	Novel specific writing assignment Oral / class discussion
17	Optional Drama Unit <i>Trifles, A Marriage Proposal, That's Your Trouble</i>	Literature text appropriate audio/video resources	.	.	.	Cause and effect essay or Drama specific essay
18	Optional Drama Unit (continued)	Literature text Appropriate audio/video resources	.	.	.	Cause and effect essay or Drama specific essay