

**CURRICULUM MAP
LANGUAGE ARTS II
Grade 10**

Power Standards/Indicators to be applied consistently throughout the year:

Monitor comprehension by applying various reading comprehension strategies. RP-1

Answer different levels of questions: literal, inferential, evaluative and synthesizing. RP-2

Apply the writing process to all required formal writing applications. WP1-17

Define unknown words through context clues, comparison and contrast, and cause and effect, and other reading or writing strategies. AV-1

Analyze relationships between words. AV-2

Apply standard writing conventions (mechanics, usage, grammar, spelling) to all required writing applications. WP1-5

1 st Nine Weeks	2 nd Nine Weeks
<p>**Bold and italics = Power Standards/ Indicators*</p> <p>Pre-assessment and review of basic skills: Peer Group Interaction Acquisition of Vocabulary #2 Reading Process #3 Modes of Writing; Writing Process; Writing Conventions Active Listening</p> <p>Focus – Elements of Literature</p> <p>Short Story/Poetry</p> <ul style="list-style-type: none"> • <i>Universal Themes</i> • Characterization • Importance of setting • Conflict and plots/subplots • Point of view • Symbolism • Foreshadowing • Flashback • Mood/Tone • Irony • Simile / metaphor • Idioms / puns • Onomatopoeia <p>Writing Applications</p> <ul style="list-style-type: none"> • Narrative Writing • Informal writing <p>Focus – Reading Applications Informational Text (Nonfiction)</p> <ul style="list-style-type: none"> • Implicit/Explicit arguments, perspective, and/or view point <p>Writing Business Letters</p> <ul style="list-style-type: none"> • Purposeful • Conventional style • Appropriate details • Effective closing 	<p>Persuasive Writing</p> <ul style="list-style-type: none"> • Types of arguments • Recognize propaganda <p>Focus – <i>To Kill A Mockingbird</i> <i>Reading Applications Literary Text Universal themes</i></p> <ul style="list-style-type: none"> • Author’s choice of genre <p>Organizational patterns</p> <ul style="list-style-type: none"> • Cause/effect • Problem/solution • Repetition of ideas • Syntax/word choice • Use of context clues. <p>Writing Applications Responding to Literature</p> <ul style="list-style-type: none"> • Informal writing <p>Writing Process</p> <ul style="list-style-type: none"> • <i>Organization strategies to plan writing</i> • Effective introduction, body, conclusion for coherency • <i>Proofread</i> • <i>Use precise language</i> • <i>Use variety of sentence structures and lengths</i>

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3 rd Nine Weeks	4 th Nine Weeks
<p>Focus - Research Writing Applications</p> <ul style="list-style-type: none"> • Informational essays/reports • Open-ended questions • Identify & evaluate sources and relevant information • Author's credibility • Evaluate and organize information • Use of quotations/citations • Style guides • Multimedia techniques • Balancing research and original ideas <p>Writing process</p> <ul style="list-style-type: none"> • Preparation for publication • Apply tools to judge quality of writing (i.e., rubric, checklist, etc.) <p>Focus – <i>The Tragedy of Julius Caesar</i> Reading Applications Literary</p> <ul style="list-style-type: none"> • Characterization • Conflict • Irony • Foreshadowing • <i>Theme and/or universal theme</i> 	<p>Reading Applications Informational Text</p> <ul style="list-style-type: none"> • Analyze multiple sources on same topic • Visual aids • Persuasive techniques • Author's perspective • Appeals to authority, reason, emotion • Compare structural delivery of information • Rhetorical devices in public documents <p>Focus – <i>Communication: Oral & Visual</i></p> <ul style="list-style-type: none"> • Delivery of persuasive presentations <p>Writing Applications (Portfolios)</p> <ul style="list-style-type: none"> • Narrative responses to literature • Letters • Informational essay • Persuasive • Informal

CURRICULUM MAP
Language Arts
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Embedded throughout the curriculum are the following:

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

1. Apply reading comprehension strategies, including making predictions, comparing and contrasting, recalling and summarizing and making inferences and drawing conclusions.
2. Answer literal, inferential, evaluative and synthesizing questions to demonstrate comprehension of grade-appropriate print texts and electronic and visual media.
3. Monitor own comprehension by adjusting speed to fit the purpose, or by skimming, scanning, reading on, looking back, note taking or summarizing what has been read so far in text.
4. Use criteria to choose independent reading materials (e.g., personal interest, knowledge of authors and genres or recommendations from others).
5. Independently read books for various purposes (e.g., for enjoyment, for literary experience, to gain information or to perform a task).

Writing Process:

1. Generate writing ideas through discussions with others and from printed material, and keep a list of writing ideas.
2. Determine the usefulness of and apply appropriate pre-writing tasks (e.g., background reading, interviews or surveys).
3. Establish and develop a clear thesis statement for informational writing or a clear plan or outline for narrative writing.
4. Determine a purpose and audience and plan strategies (e.g., adapting focus, content structure, and point of view) to address purpose and audience.
5. Use organizational strategies (e.g., notes, outlines) to plan writing.
6. Organize writing to create a coherent whole with an effective and engaging introduction, body and conclusion, and a closing sentence that summarizes, extends or elaborates on points or ideas in the writing.
7. Use a variety of sentence structures and lengths (e.g., simple, compound and complex sentences; parallel or repetitive sentence structure).
8. Use paragraph form in writing, including topic sentences that arrange paragraphs in a logical sequence, using effective transitions and closing sentences and maintaining coherence across the whole through the use of parallel structures.
9. Use language, including precise language, action verbs, sensory details and colorful modifiers, and style as appropriate to audience and purpose, and use techniques to convey a personal style and voice.
10. Use available technology to compose text.
11. Reread and analyze clarity of writing, consistency of point of view and effectiveness of organizational structure.
12. Add and delete information and details to better elaborate on stated central idea and more effectively accomplish purpose.
13. Rearrange words, sentences and paragraphs and add transitional words and phrases to clarify meaning and maintain consistent style, tone and voice.