

English Language Arts – *Draft* Grade 10 English Curriculum
Based on 2011 MA English Language Arts Curriculum Framework

Unit: JUSTICE

Duration: 4 weeks

Essential Questions:

1. How do effective writers persuade others to understand and agree with their position?
2. Why is it important to supply provable evidence for your audience?
3. What constitutes a strong supporting detail vs. a weak one?

Enduring Understandings:

1. A convincing argument is backed up with supporting evidence and facts that support the main thesis.
2. A convincing argument supplies provable evidence in order to persuade an audience to agree or better understand a point of view.
3. A convincing argument uses strong supporting details and elaboration to develop the topic in a clear and persuasive way.

Performance Task/Assessment:

“Priscilla and the Wimps” Persuasive Essay- Students will choose one side (guilty or innocent verdict) and persuade their audience using textual evidence.

“Twelve Angry Men” analysis Essay- Before reading the conclusion, students will decide if the defendant is innocent or guilty of murder in the first degree and defend their opinion in writing using textual evidence.

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<p>Learning Objectives and Outcomes <i>Students will...</i></p> <p>...understand the process a jury undergoes in order to reach a unanimous verdict.</p> <p>...understand what constitutes a strong piece of textual evidence.</p> <p>...understand that convincing persuasive essays utilize the following features: thesis statements, topic sentences, supporting details, and transition sentences.</p> <p>...write essays that contain the stages of writing (prewriting, drafting, editing, revising, and publishing).</p> <p>...be able to define and explain Due Process, Juris Prudence, Deductive Reasoning, Reasonable Doubt.</p> <p>...use textual evidence to support and persuade their audience.</p> <p>...write persuasive essays with genre-specific thesis statements, topic sentences, supporting details, and transition sentences.</p> <p>...write their own persuasive essay based on the literary content read in class, using the five-step writing process.</p>	
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Vocabulary	Standards	Instructional Activities	Formative Assessments
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<p>DueProcess</p> <p>JurisPrudence</p> <p>DeductiveReasoning</p> <p>ReasonableDoubt</p> <p>Thesis</p> <p>TopicSentence</p> <p>SupportingDetail</p>	<p style="text-align: center;"><u>Reading</u></p> <p>RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RL 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world</p>	<p style="text-align: center;"><u>Routine Writing</u></p> <ul style="list-style-type: none"> ● Journal responses (Blooms: understanding/applying) ● Practice developing topic sentences, thesis statements, and transition sentences (Blooms: applying) <p style="text-align: center;"><u>Analytical Writing (4-6)</u></p> <ul style="list-style-type: none"> ● Analyze the text and write persuasive essays using textual evidence (Blooms: evaluating) 	<ul style="list-style-type: none"> ● Directed class discussions and inquiry questions. ● Unit test on Twelve Angry Men ● Guided reading response answers to text-dependent questions
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<p>Transition Sentence</p>	<p>literature.</p> <p>RL 9. Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).</p> <p>RL 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><u>Writing</u></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>1b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the</p>	<p><u>Research (1)</u></p> <ul style="list-style-type: none"> • Research project based on a controversial topic such as capital punishment, nuclear power, school security etc. (Blooms: evaluating) <p><u>Narrative (1-2)</u></p> <p><u>Other</u></p> <ul style="list-style-type: none"> • Web quest to have students find, define, and apply key vocabulary. (Blooms: Apply) • Students will debate the validity of an argument and support their position base of evidence from the text. (Blooms: Evaluate) 	
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	<p>norms and conventions of the discipline in which they are writing.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>3c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p> <p><u>Speaking and Listening:</u></p> <p>1. Initiate and participate effectively in a</p>		
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	<p>range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>Language:</p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p>		
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Reading Selections 3-5 short texts	Reading Selections 1 extended text	Other Resources: (links, media, technology)
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<p><i>Priscilla and the Wimps</i> by Richard Peck</p> <p><i>Metal Detectors in Schools</i> by</p> <p><i>Teens and Cell Phones</i> by</p>	<p><i>Twelve Angry Men</i> by Reginald Rose</p>	<p><i>Twelve Angry Men</i> video based on the 1950s television broadcast</p> <p>Gale Group Databases (Look for opposing viewpoints in contexts)</p>
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Unit: Informational vs. Fictional Texts

Duration: 4 Weeks

Essential Questions:

1. What characteristics of fictional and informational texts can help orient a reader to the main idea or topic?
2. What are specific strategies a reader can use when analyzing an excerpt to help determine the theme of an extended text?
3. Why should a writer use evidence to support answering questions that lead to short responses and longer essays?

Enduring Understandings:

1. Fictional and informational texts contain many similar features such as italics, titles, bold, headings that give contextual clues about the main idea or topic.
2. Many works contain universal themes or ideas that can be understood in an excerpt through the use of specific close, analytical reading strategies.
3. Writers should include supporting evidence in both short-response and essay writing to strengthen their argument or thesis.

Performance Task/ Assessment:

Students will write a timed, exam-style response to a literary analysis writing prompt such as “From a work of literature you have read in class, select a character whose life is affected by a single act or mistake. In a well-developed composition, identify the character, describe how he or she is affected by a single act or mistake, and explain how the character’s experience relates to the work as a whole.”

Learning Objectives and Outcomes

Students will...

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...understand and acquire new vocabulary and use it correctly in speaking and writing.

...identify and understand how an author’s words appeal to the senses, create imagery, suggest mood, set tone and provide evidence from the text to support their understanding.

...identify, analyze, and apply knowledge of a theme in a literary work and provide facts and other evidence from the text to support their interpretations.

...understand how to identify, analyze, and apply knowledge of the purpose, structure, and elements of fiction or informational materials and provide facts and other evidence from the text to support their understanding.

...write a coherent open-response and long composition with a clear focus, coherent organization, and sufficient details.

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

...comprehend what they read by using reading strategies such as ‘chunking’ and context clues to help them process new information.

Vocabulary	Standards	Instructional Activities	Formative Assessments
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Context clues Tone Mood Fiction Nonfiction Main Idea	RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RL 3. Analyze how the author unfolds an	<p><u>Routine Writing</u></p> <ul style="list-style-type: none"> ● Journal used to explore narrative writing. <p><u>Analytical Writing (4-6)</u></p> <ul style="list-style-type: none"> ● Open-response based on exam- 	<ul style="list-style-type: none"> ● Exam-style multiple choice questions based on informational and fictional excerpts. ● Directed class discussions and inquiry questions. ● Practice open-response writing assignments that focus on supporting details and evidence.
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<p>Theme</p> <p>Supporting Detail</p> <p>Theme</p> <p>Point of view</p> <p>Foreshadowing</p> <p>Irony</p> <p>Plot</p> <p>Conflict</p> <p>Structure</p> <p>Sound</p> <p>Form</p> <p>Figurative language</p> <p>Alliteration</p> <p>Onomatopoeia</p> <p>Rhyme scheme</p> <p>Consonance</p> <p>Assonance</p> <p>Personification</p> <p>Metaphor</p> <p>Simile</p> <p>Hyperbole</p> <p>symbolism</p>	<p>analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.</p> <p>RL 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).</p> <p>RI 10. By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p>W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>LS1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>L2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>L6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or</p>	<p>style excerpts</p> <ul style="list-style-type: none"> • Long composition based on exam-style composition questions and student reading <p><u>Research (1)</u></p> <p><u>Narrative (1-2)</u></p> <ul style="list-style-type: none"> • Biography essay from the perspective of the subject being studied. <p><u>Other</u></p> <ul style="list-style-type: none"> • Students will debate the validity of an argument and support their position base of evidence from the text. <p>(Blooms: Evaluate)</p>	<ul style="list-style-type: none"> • Exam-style long-composition practice based on in-class reading.
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Reading Selections	Reading Selections	Other Resources:
3-5 short texts	1 extended text	(links, media, technology)

<p>“The Outside Shot” Walter Dean Myers “Rachel Carson” by Greta Anderson “A Homecoming for Horses” by Leslie Roach “The Martians Have Landed!” by Arthur Figgis “A Connecticut Yankee in King Arthur’s Court” by Mark Twain “The Cyber-Spiders” by James A Bartlett “The Next Hit Record” by Alicia Monroe “Eveline” by James Joyce “The Shoeshine Boy” by Horatio Alger “Life on the Mississippi” by Mark Twain “The Crocodile and the Monkey” by Tom Fitzpatrick “The Perplexity of Paradox” by Minerva Plunkett “The Puritans: Fact and Fiction” by Greta Anderson “Wuthering Heights” by Emily Bronte “The Six Nations of the Iroquois” “Curious Crop Circles” Anonymous “Fuel of the Future” by Shelby Greene “Tarantula Tamer” “A Rose by Any Other Name: The Debate over the “Real” Shakespeare Anonymous “Don’t Sweat Global Warming” By Anonymous</p>	<p>Selected Author Biographies: student choice (independent reading assignment)</p>	
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Unit: Innocence and Experience (The Short Story and the Novela)

Duration: 6 weeks

Essential Questions:

1. How does a parable transcend time and place to employ a universal theme?
2. What makes a theme universal?
3. Why are symbols useful to writers and their audience?
4. How can writing be used to create change in society?

Enduring Understandings:

1. Students will understand what makes a theme universal
2. Students will understand why symbols are useful to writers and their audiences
3. Students will understand that writing can be used to effect change in an individual and a society
4. Students will understand how manifests in both the community and individual
5. Students will learn to determine if something or someone is what or who they appear to be?

Summative Assessment

The Pearl Unit Test; Multiple Choice and MCAS style open-response questions

Expository essay: How much control did Kino have over his “success” in life? What significant statement is Steinbeck making about an individual’s ability to choose his own destiny?

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Learning Objectives and Outcomes

Students will...

- understand the difference between main idea and theme.
- understand the elements of plot (exposition, rising action, climax, falling action, resolution).
- understand the different forms of conflict (Person vs. Person, Person vs. Self, Person vs. Society, Person vs. Nature).
- understand and identify direct and indirect characterization.
- be able to identify and describe the setting of a story.
- be able to identify the characteristics of different perspectives, (Third person limited, Omniscient, and First person).
- be able to identify and understand irony, satire, symbolism, tone, and foreshadowing.
- be able to understand and identify an author’s use of dialect and local color.

Vocabulary	Standards	Instructional Activities	Formative Assessments
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<p>Theme</p> <p>Foreshadowing</p> <p>Main idea</p> <p>Theme</p> <p>Exposition</p> <p>Rising action</p> <p>Climax</p> <p>Falling action</p> <p>Resolution</p> <p>Conflict</p> <p>Setting omniscient</p> <p>Point of view</p>	<p style="text-align: center;"><u>Reading</u></p> <p>RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RL 5. Analyze how an author’s choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.</p> <p>RL 6. Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.</p> <p>RL 10. By the end of grade 10, read and comprehend literature, including stories,</p>	<p style="text-align: center;"><u>Routine Writing</u></p> <ul style="list-style-type: none"> • Keep running journal that explores the themes, motifs and issues of the text as they occur. (Blooms:) <p style="text-align: center;"><u>Analytical Writing (4-6)</u></p> <ul style="list-style-type: none"> • Student’s will write an on-demand literary analysis essay based on a prompt that asks students to explore the flaws of the main character and how those flaws led to his downfall. (Blooms:) 	<ul style="list-style-type: none"> • Creative writing journal (see journal rubric) • Directed class discussions and inquiry questions. (see participation rubric)
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<p>Dialect Local color Imminent Infallibility Precariously Unrequited Ravenous Spurn Disconsolately Insolent Inscrutable Pallid Rueful Resplendent Disheveled Profoundly Garrulous Conjectured Monotonous Interminable Flume Ornery Palpable Indolently Scruples Futile Epilogue Epiphany Sufficient Quarry Tangible</p>	<p>dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.</p> <p><u>Writing</u></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</p> <p>1d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> <p>9a. Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare</p>	<p><u>Research (1)</u></p> <p><u>Narrative (1-2)</u> Students will write a journal entry from a first person perspective exploring what they would do if they were in Keno’s position. This assignment will take place at the break before Keno and his family leave for the capitol.</p> <p><u>Other</u></p> <ul style="list-style-type: none"> ● Web quest to have students find, define, and apply key vocabulary. (Blooms: Apply) ● Students will debate the validity of an argument and support their position base of evidence from the text. (Blooms: Evaluate) 	
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<p>Discern droll</p>	<p>treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]).</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p style="text-align: center;">Speaking and Listening:</p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p style="text-align: center;">Speaking and Listening:</p> <p>3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading</p>		
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	<p>and content, choosing flexibly from a range of strategies.</p> <p>Language:</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.</p> <p>4a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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Reading Selections	Reading Selections	Other Resources:
3-5 short texts	1 extended text	(links, media, technology)

Harrison Bergeron by Kurt Vonnegut The Split Cherry Tree by The Most Dangerous Game by Richard Connell The Scarlet Ibis by The Secret Lion by The Notorious Jumping Frog of Calavaris County	<i>The Pearl</i> John Steinbeck	
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<p>by Mark Twain Sweat by Zora Neil Hurston Adjo Means Good-bye by Thank You Ma'am by Langston Hughes The Necklace by Guy Manp</p>		
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SAMPLE

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Unit: Coming of Age (**Poetry and Romeo and Juliet**)

Duration: 4 weeks

Essential Questions:

1. How is an individual's life affected by outside events, family situations, or cultural, political, and social trends?
2. What poetic conventions are employed by writers to engage his readers? How are these conventions used to gain further accessibility into the play?
3. What are the various causes of tragedy? Can wisdom and knowledge be gained from a “tragic” experience?
4. How can “love” be defined?
5. What is the purpose of learning about others teach us about ourselves?

Enduring Understandings:

1. An individual's life is often affected by outside events, family situations, and cultural, political, and social trends.
2. Writers use poetic conventions such as metaphor, simile, personification, etc. to engage their readers more deeply.
3. We can learn about human nature / the human condition by viewing a tragic experience.
4. Love has been described, defined, and depicted in many different ways over the course of time.
5. Learning about others often helps the audience to gain personal perspective about life, self, and virtue.

Summative Assessment: (Choice of two)

Poetry project demonstrating students' understanding of numerous poetic forms and their structures through the creation and emulation of

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specific forms. (Sonnet, free verse, concrete, etc.)

Romeo and Juliet Unit Test using state exam style multiple choice questions and short answer writing prompts.

Romeo and Juliet expository essay: Knowing that Romeo and Juliet committed suicide at the end of the play, ultimately, who is responsible for the deaths of Romeo and Juliet.

Learning Objectives and Skills

Students will...

understand the cause and effect relationship between character’s actions and outcomes.

be able to identify and practice meter (Iambic Pentameter).

be able to identify poetic devices and explain how the use of those devices help to create meaning.

be able to interpret Shakespearean language in order to analyze the events, characters, and themes.

be able to analyze sources for credibility and use the sources to research and recreate a literary interpretation.

be able to recreate and embellish events of a story from a journalistic third-person perspective.

be able to locate and cite evidence to support a claim.

Vocabulary	Standards	Instructional Activities	Formative Assessments
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Alliteration Assonance Consonance Onomatopoeia Rhyme scheme Metaphor	<p><u>Reading</u></p> RL 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RL 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details;	<p><u>Routine Writing</u></p> Students will keep a guided reading journal based on each act and scene of the play. Students will answer provided guided reading questions in order to provide them with a place to analyze and reflect on events, characters, themes etc. Writing and analyzing in their guided reading journal, will be a daily	<ul style="list-style-type: none"> • Creative writing journal (see journal rubric)
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<p>Simile Personification Apostrophe Metonymy Vehicle Tenor Sonnet Foot Iambic Maudlin Hyperbole Irony</p>	<p>provide an objective summary of the text. RL 4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone). RL 7. Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment MA 8.A.Relate a work of fiction, poetry, or drama to the seminal ideas of its time. RL 10. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. RL 9. Analyze how an author draws on and transforms source material in a specific work RI 1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. RI 2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. RI 6. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. RI 7. Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.</p> <p style="text-align: center;"><u>Writing</u></p> <p>1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and</p>	<p>activity. (Bloom’s: Analyzing)</p> <p style="text-align: center;"><u>Analytical Writing (4-6)</u></p> <p>Students will write an expository essay requiring close reading and careful analysis. Prompt: Although Romeo and Juliet each committed suicide, who is ultimately responsible for their deaths?</p> <p>(Bloom’s Evaluating)</p> <p style="text-align: center;"><u>Research (1)</u></p> <p>Students will use the internet, online journals, and library materials to research, learn, and perform “The Pilgrims and Saints” dance. (Bloom’s Creating)</p> <p style="text-align: center;"><u>Narrative (1-2)</u></p> <p>Students will write a newspaper article based on the opening scene of Romeo and Juliet. They will have to retell the story as an eye-witness to the incident. (Bloom’s: Applying)</p> <p style="text-align: center;"><u>Other</u></p> <ul style="list-style-type: none"> • Web quest to have students find, define, and apply key vocabulary. (Blooms: Apply) • Students will debate the validity of an argument and support their position base of evidence from the text. (Blooms: Evaluate) 	<ul style="list-style-type: none"> • Directed class discussions and inquiry questions. (see participation rubric) • Verbal and non-verbal review and assessment of guided reading journal. • Act and scene short answer quizzes. • Newspaper article based on important scenes. • Business letter providing Romeo with advice based on his situation.
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	<p>sufficient evidence.</p> <p>1c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>1e. Provide a concluding statement or section that follows from and supports the argument presented.</p> <p>2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>2a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>2c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>2d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p>2e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>3d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.</p> <p>3e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>		
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	<p>MA 3.A. Demonstrate understanding of the concept of point of view by writing short narratives, poems, essays, speeches, or reflections from one's own or a particular character's point of view (e.g., the hero, anti-hero, a minor character).</p> <p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 67.)</p> <p>6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p>7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or</p>		
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	<p>informational texts to support analysis, reflection, and research.</p> <p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Speaking and Listening</u></p> <p>1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <p>1a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p>1b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p>1c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p>1d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p>2. Integrate multiple sources of information presented in diverse media or</p>		
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	<p>formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source. Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.</p> <p>5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on page 67 for specific expectations.)</p> <p style="text-align: center;"><u>Language</u></p> <p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>1b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>2c. Spell correctly.</p> <p>4c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.</p>		
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	<p>4d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p> <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <p>5a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.</p> <p>5b. Analyze nuances in the meaning of words with similar denotations.</p> <p>6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>		
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Reading Selections	Reading Selections	Other Resources:
3-5 short texts	1 extended text	(links, media, technology)

Romeo and Juliet Sonnet 18 Sonnet 28 Sonnet 130	Romeo and Juliet	
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