

English 10 Course Map: 2013-2014

Instructors: Berry, Brown, Heyborne, LaFortune, Waite

First Term

Standards	Targeted Skills	Resources	Instruction	Assessments
<p>RL1-Inferences, RL2-Theme, RL 3-Character development, RL4-Word choice, RL5-Text structure, RL6-Point of view, RL7-Different mediums, RL9-Other works, RL10-Increase rigor</p> <p>RI1-Inferences, RI2-Central idea, RI3-Series of ideas/events, RI4-Context, RI5-Ideas/claims developed/refined, RI6-Point of view/purpose, RI7-Various accounts, RI8-Assess arguments, RI9-Seminal US Documents, RI10-Increase rigor</p> <p>W1-Write arguments, W2-Write to inform, W3-Write narratives, W4-Clear/coherent writing, W5-Process W6-Technology, W7-Short research, W8-Relevant information, W9-Draw evidence from multiple sources, W10-Write routinely</p> <p>SL1-Collaborative discussions, SL2-Integrate multiple sources of info, SL3-Evaluate pov, reasoning, use of evidence, SL4-Present, SL5-Use media, SL6-Adapt for audience</p> <p>L1-Conventions, L2-Capitalization, punctuation, spelling, semicolons, colons, L3-How language functions, L4-Determine meaning using resources, L5-Literary terms, L6-Academic language</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading strategy development • Critical reading • Explore relationships between works <p>Writing:</p> <ul style="list-style-type: none"> • Reader response • Use sentences and vocabulary for various purposes • Argument terms • Writing process • Proper citation • Note-taking <p>Language:</p> <ul style="list-style-type: none"> • Conventions • noun, pronoun, adjective, adverb, verb, preposition, conjunction, interjection • ACT vocabulary • Literary terms <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Reader response • Examine media • Evaluate others' points of view 	<p>Hero's Journey</p> <p>Possible Selections</p> <p>Anchor Text <i>Speak</i> or <i>Siddhartha</i></p> <p>Poetry</p> <p>Short Stories Possible: "Don Quixote" "The Acts of King Arthur"</p> <p>Drama</p> <p>Nonfiction</p>	<p>Advance organizers Cooperative learning Dialectical journals Direct instruction Discussions Exit tickets Foldables Graphic organizers Group presentations Group projects Individual presentations KWL Lecture Literature circles Quick writes Read alouds Silent discussions SQ3R Think-pair-share Value line Video clips</p>	<p>Formative Assessments:</p> <p>Written tests Written quizzes Discussions Teacher observations Presentations</p> <p>Summative Assessments:</p> <p>Argument Essay</p>

Second Term				
Standards	Targeted Skills	Resources	Instruction	Assessments
<p>RL1-Inferences, RL2-Theme, RL 3-Character development, RL4-Word choice, RL5-Text structure, RL6-Point of view, RL7-Different mediums, RL9-Other works, RL10-Increase rigor</p> <p>RI1-Inferences, RI2-Central idea, RI3-Series of ideas/events, RI4-Context, RI5-Ideas/claims developed/refined, RI6-Point of view/purpose, RI7-Various accounts, RI8-Assess arguments, RI9-Seminal US Documents, RI10-Increase rigor</p> <p>W1-Write arguments, W2-Write to inform, W3-Write narratives, W4-Clear/coherent writing, W5-Process W6-Technology, W7-Short research, W8-Relevant information, W9-Draw evidence from multiple sources, W10-Write routinely</p> <p>SL1-Collaborative discussions, SL2-Integrate multiple sources of info, SL3-Evaluate pov, reasoning, use of evidence, SL4-Present, SL5-Use media, SL6-Adapt for audience</p> <p>L1-Conventions, L2-Capitalization, punctuation, spelling, semicolons, colons, L3-How language functions, L4-Determine meaning using resources, L5-Literary terms, L6-Academic language</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading informational texts • Interpreting variety of works • Dramatic interpretation • Reading strategy development <p>Writing:</p> <ul style="list-style-type: none"> • Summarizing skills • Note-taking <p>Language:</p> <ul style="list-style-type: none"> • Conventions • semi-colon, colon, quotations, apostrophes, capitalization • Commonly confused words • Drama terms <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Critical listening skills • Understanding/viewing mass media 	<p>Shakespeare</p> <p>Possible Selections</p> <p>Anchor Text <i>Twelfth Night</i> or <i>Julius Caesar</i></p> <p>Poetry Shakespearian Sonnets</p> <p>Short Stories</p> <p>Drama</p> <p>Nonfiction</p>	<p>Advance organizers Cooperative learning Dialectical journals Direct instruction Discussions Exit tickets Foldables Graphic organizers Group presentations Group projects Individual presentations KWL Lecture Literature circles Quick writes Read alouds Silent discussions SQ3R Think-pair-share Value line Video clips</p>	<p>Formative Assessments: Written tests Written quizzes Discussions Teacher observations Presentations</p> <p>Summative Assessments: Argument Essay</p>

Third Term				
Standards	Targeted Skills	Resources	Instruction	Assessments
<p>RL1-Inferences, RL2-Theme, RL 3-Character development, RL4-Word choice, RL5-Text structure, RL6-Point of view, RL7-Different mediums, RL9-Other works, RL10-Increase rigor</p> <p>RI1-Inferences, RI2-Central idea, RI3-Series of ideas/events, RI4-Context, RI5-Ideas/claims developed/refined, RI6-Point of view/purpose, RI7-Various accounts, RI8-Assess arguments, RI9-Seminal US Documents, RI10-Increase rigor</p> <p>W1-Write arguments, W2-Write to inform, W3-Write narratives, W4-Clear/coherent writing, W5-Process W6-Technology, W7-Short research, W8-Relevant information, W9-Draw evidence from multiple sources, W10-Write routinely</p> <p>SL1-Collaborative discussions, SL2-Integrate multiple sources of info, SL3-Evaluate pov, reasoning, use of evidence, SL4-Present, SL5-Use media, SL6-Adapt for audience</p> <p>L1-Conventions, L2-Capitalization, punctuation, spelling, semicolons, colons, L3-How language functions, L4-Determine meaning using resources, L5-Literary terms, L6-Academic language</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Interpreting different genres • Informational reading • Close reading • Reading strategy development <p>Writing:</p> <ul style="list-style-type: none"> • Narrative writing • Effective use of language <p>Language:</p> <ul style="list-style-type: none"> • Conventions • subject, predicate, direct object, indirect object, fragments, run-ons, phrases, clauses • Root words • Vocabulary in context <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Analyzing mass media • Develop as a listener 	<p>Rebellion</p> <p>Possible Selections</p> <p>Anchor Text <i>The House of the Scorpion</i> or <i>A Modest Proposal</i></p> <p>Poetry</p> <p>Short Stories “Metamorphosis”</p> <p>Drama</p> <p>Nonfiction <i>Letter from Birmingham Jail</i></p>	<p>Advance organizers Cooperative learning Dialectical journals Direct instruction Discussions Exit tickets Foldables Graphic organizers Group presentations Group projects Individual presentations KWL Lecture Literature circles Quick writes Read alouds Silent discussions SQ3R Think-pair-share Value line Video clips</p>	<p>Formative Assessments: Written tests Written quizzes Discussions Teacher observations Presentations</p> <p>Summative Assessments: Argument essay</p>

Fourth Term				
Standards	Targeted Skills	Resources	Instruction	Assessments
<p>RL1-Inferences, RL2-Theme, RL 3-Character development, RL4-Word choice, RL5-Text structure, RL6-Point of view, RL7-Different mediums, RL9-Other works, RL10-Increase rigor</p> <p>RI1-Inferences, RI2-Central idea, RI3-Series of ideas/events, RI4-Context, RI5-Ideas/claims developed/refined, RI6-Point of view/purpose, RI7-Various accounts, RI8-Assess arguments, RI9-Seminal US Documents, RI10-Increase rigor</p> <p>W1-Write arguments, W2-Write to inform, W3-Write narratives, W4-Clear/coherent writing, W5-Process W6-Technology, W7-Short research, W8-Relevant information, W9-Draw evidence from multiple sources, W10-Write routinely</p> <p>SL1-Collaborative discussions, SL2-Integrate multiple sources of info, SL3-Evaluate pov, reasoning, use of evidence, SL4-Present, SL5-Use media, SL6-Adapt for audience</p> <p>L1-Conventions, L2-Capitalization, punctuation, spelling, semicolons, colons, L3-How language functions, L4-Determine meaning using resources, L5-Literary terms, L6-Academic language</p>	<p>Reading:</p> <ul style="list-style-type: none"> • Reading strategy development • Informational reading • Critical reading of both informational and fictional works <p>Writing:</p> <ul style="list-style-type: none"> • Writing process • Comparison/contrast Writing • Creating multi-media presentation <p>Language:</p> <ul style="list-style-type: none"> • Conventions • Vocabulary in context <p>Speaking & Listening:</p> <ul style="list-style-type: none"> • Use language effectively • Critical listening 	<p>Possible Selections</p> <p>Anchor Text <i>Of Mice and Men</i> <i>Separate Peace</i> <i>Lord of the Flies</i> <i>The House on Mango Street</i></p> <p>Poetry</p> <p>Short Stories</p> <p>Drama</p> <p>Nonfiction</p>	<p>Advance organizers Cooperative learning Dialectical journals Direct instruction Discussions Exit tickets Foldables Graphic organizers Group presentations Group projects Individual presentations KWL Lecture Literature circles Quick writes Read alouds Silent discussions SQ3R Think-pair-share Value line Video clips</p>	<p>Formative Assessments: Written tests Written quizzes Discussions Teacher observations Presentations</p> <p>Summative Assessments: Argument Essay</p>

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