

Randolph County
Curriculum Frameworks 2016-2017
English 10
1st Nine Weeks

Standard	I “Can” Statements	Suggested Resources	Pacing Recommendation / Day(s) Taught
1.) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can identify key ideas in a text. I can make logical assumptions from the text. I can explain how key ideas support textual analysis.	Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material	9 Weeks
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.	I can objectively summarize a text including analyzing the specific details involving the central idea or theme over the course of a tex.	“How the World was Made” “The Sky Tree” “How the Leopard Got His Claws”	9 Weeks
3.) Analyze how complex characters (e.g. those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	I can analyze how complex characters develop and how characters interact to further the plot and develop the theme	The Scarlet Letter	9 Weeks

<p>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>I can understand figurative and connotative meanings.</p> <p>I can determine the meaning of words and phrases based on how they are used in a text</p>	<p>Sinners in the Hands of an Angry God The Scarlet Letter</p>	<p>9 Weeks</p>
<p>6.) Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature.</p>	<p>I can analyze a particular point of view or cultural experience reflected in a wide range of American and world literature.</p>	<p>Declaration of Independence Speech of the Second Virginia Convention The Constitution Poetry by Phyllis Wheatley The Scarlet Letter The Red Badge of Courage</p>	<p>9 Weeks</p>
<p>16.) 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>I can understand that the impact of a story or drama is influenced by the mode in which it is presented.</p>	<p>Glencoe-Literature The Reader's Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material</p>	<p>9 Weeks</p>

<p>18.) Analyze seminal United States documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address), including how they address related themes and concepts.</p>	<p>I can use writing or speaking to analyze the historical and literary significance of seminal U.S. documents.</p>	<p>Declaration of Independence Speech of the Second Virginia Convention The Constitution Washington’s Farewell Address</p>	<p>9 Weeks</p>
<p>24.) 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 21-23.</p>	<p>I can develop ideas in a way appropriate to task and purpose.</p>	<p>Items may vary depending on task.</p>	<p>9 Weeks</p>
<p>30.) Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p>	<p>I can complete various pieces of writing over varying lengths of time.</p> <p>I can organize clear and coherent pieces of writing for a variety of reasons and in a variety of settings.</p>	<p>Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material</p>	<p>9 Weeks</p>
<p>31.) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p>	<p>I can prepare for and participate in collaborative discussions by reading, researching, investigating, and reflecting.</p>	<p>Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material</p>	<p>9 Weeks</p>

36.) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.	I can adapt my speech appropriately to appropriate tasks and situations.		9 Weeks
37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of the conventions of standard English grammar when writing or speaking.	Writing text, grammar text, vocabulary resources	9 Weeks
38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can apply conventions of standard English, capitalization, punctuation, and spelling when writing.	Writing text, grammar text, vocabulary resources	9 Weeks
40.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies.	I can use context clues to determine meaning (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence).	Writing text, grammar text, vocabulary resources	9 Weeks
41.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can interpret types of figurative language understand nuances in word meanings.	Writing text, grammar text, vocabulary resources	9 Weeks
42.) 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.	I can acquire and use general appropriate vocabulary and academic words and phrases sufficient for reading, writing, speaking, and listening at the college and career-readiness level.	The Real ACT red book Merriam-Webster Dictionary	9 Weeks

English 10
2nd Nine Weeks

Standard	I “Can” Statements	Suggested Resources	Pacing Recommendation/ Day(s) Taught
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.	I can analyze how an author structures events in a text, orders events, and manipulates time to create various effects such as mystery, tension or surprise.	Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material The Scarlet Letter Julius Caesar	9 Weeks
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.	I can analyze a particular point of view or cultural experience reflected in a wide range of world literature.	Declaration of Independence Speech of the Second Virginia Convention The Constitution Poetry by Phyllis Wheatley The Scarlet Letter The Red Badge of Courage	9 Weeks
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 (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s <i>Landscape with the Fall of Icarus</i>).	I can analyze the representation of a specific subject or scene from two different mediums, including what is emphasized or absent in each medium.	Paintings and visual mediums, music, movies, etc.	9 Weeks

8.) 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 early American authors draw upon the Bible for religious themes and issues).	I can analyze how an author takes from and manipulates material from specific works.	Julius Caesar "Sinners in the Hands of an Angry God" "The Devil and Tom Walker" "The Minister's Black Veil"	9 Weeks
19.) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	I can analyze theme, purpose, and rhetorical features of a variety of foundational U.S. documents of historical and literary significance.	Declaration of Independence Speech of the Second Virginia Convention The Constitution Federalist Papers Writings of Jefferson, Madison, Hamilton, etc.	9 Weeks
21.) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	I can identify qualities of arguments and write an argument to support a claim.		9 Weeks
23.) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	I can use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or characters.		9 Weeks
33.) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	I can notice and record speaker's point of view, reasoning, and use of evidence in order to evaluate the information presented.		9 Weeks
37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of the conventions of standard English grammar when writing or speaking.	Writing text, grammar text, vocabulary resources	9 Weeks

38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can apply conventions of standard English, capitalization, punctuation, and spelling when writing.	Writing text, grammar text, vocabulary resources	9 Weeks
40.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies.	I can use context clues to determine meaning (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence).	Writing text, grammar text, vocabulary resources	9 Weeks
41.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can interpret types of figurative language understand nuances in word meanings.	Writing text, grammar text, vocabulary resources	9 Weeks

English 10
3rd Nine Weeks

Standard	I “Can” Statements	Suggested Resources	Pacing Recommendation/ Day(s) Taught
10.) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	I can analyze the meaning of a text by explaining explicit ideas, drawing inferences, and providing strong pieces of textual evidence to support analysis.	Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material	9 Weeks
11.) 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	I can objectively summarize a variety of informational texts including an analysis of the development of a central idea over the course of a text and how it is shaped and refined by specific details.	Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material	9 Weeks
12.) Analyze how the author unfolds an 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.	I can analyze the way in which an author crafts an analysis or series of ideas or event in regard to order, introduction and development, and interconnectedness.	Julius Caesar “The Raven” The Scarlett Letter	9 Weeks

13.) Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	I can determine the meaning of words and phrases based on how they are used in a text.	Writing text, grammar text, vocabulary resources, dictionaries	9 Weeks
14.) Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	I can discuss how an author's ideas or claims are developed.	The Scarlet Letter Julius Caesar The Red Badge of Courage	9 Weeks
22.) Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	I can write informative/explanatory pieces with a predictable structure that includes introducing a topic, developing the topic with well-chosen, relevant, and sufficient facts, and having a conclusion.		
27.) 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; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	I can utilize research to answer a self-generated question or solve a problem.		9 Weeks
29.) Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can delineate and evaluate arguments and claims.	“The Devil and Tom Walker”	9 Weeks
37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of the conventions of standard English grammar when writing or speaking.	Writing text, grammar text, vocabulary resources	9 Weeks

38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can apply conventions of standard English, capitalization, punctuation, and spelling when writing.	Writing text, grammar text, vocabulary resources	9 Weeks
40.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies.	I can use context clues to determine meaning (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence).	Writing text, grammar text, vocabulary resources	9 Weeks
41.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can interpret types of figurative language understand nuances in word meanings.	Writing text, grammar text, vocabulary resources	9 Weeks

English 10
4th Nine Weeks

Standard	I “Can” Statements	Suggested Resources	Pacing Recommendation/ Day(s) Taught
9.) 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.	I can read and actively engage in comprehending appropriately complex stories and poetry.		9 Weeks
15.) 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.	I can analyze how the author uses rhetoric to show the point of view.	Glencoe-Literature The Reader’s Choice American Literature Beginning to 1900, historical documents, speeches, essays and thematically related material	9 Weeks
17.) Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	I can recognize false statements within an argument or claim.		9 Weeks
18.) Analyze seminal United States documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	I can determine how influential documents address similar themes and concepts.	Declaration of Independence Speech of the Second Virginia Convention	9 Weeks

	I can analyze seminal U.S. documents of historical and literary significance.	The Constitution	
19.) Analyze seventeenth-, eighteenth-, and nineteenth-century foundational United States documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.	I can analyze theme, purpose, and rhetorical features of a variety of foundational U.S. documents of historical and literary significance.	Declaration of Independence Speech of the Second Virginia Convention The Constitution	9 Weeks
20.) 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.	I can engage with and appreciate appropriately complex texts and understand appropriately complex literary nonfiction works.		9 Weeks
25.) 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.	I can use planning, revision, editing, rewriting, or a new approach to strengthen writing.		9 Weeks
26.) 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.	I can use research to answer a self-generated question or solve a problem.		9 Weeks
28.) 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; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	I can use advanced search types and procedures.		9 Weeks

32.) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally), evaluating the credibility and accuracy of each source.	I can evaluate credibility and accuracy of the sources.		9 Weeks
34.) 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.	I can orally present information, findings, and supporting evidence clearly, concisely, and logically in a way that allows listeners to follow the line of reasoning.		9 Weeks
35.) 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.	I can utilize varying techniques to integrate multimedia and visual displays into presentations.		9 Weeks
37.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can demonstrate command of the conventions of standard English grammar when writing or speaking.	Writing text, grammar text, vocabulary resources	9 Weeks
38.) Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	I can apply conventions of standard English, capitalization, punctuation, and spelling when writing.	Writing text, grammar text, vocabulary resources	9 Weeks
39.) 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.	I can apply knowledge of language to understand how it functions in different contexts, I can use language to effect meaning and style. I can use style manual for writing and editing.		9 Weeks

40.) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>Grade 10 reading and content</i> , choosing flexibly from a range of strategies.	I can use context clues to determine meaning (e.g., the overall meaning of a sentence, paragraph, or text, a word's position or function in a sentence).	Writing text, grammar text, vocabulary resources	9 Weeks
41.) Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	I can interpret types of figurative language understand nuances in word meanings.	Writing text, grammar text, vocabulary resources	9 Weeks

Certain standards should be continuously taught all year such as ACOS 20, 36, 37, 38, 40, 41, 42. Standards based instruction should not be limited to the nine weeks in which a standard is listed.