

## 10<sup>th</sup> Grade ELA – Year-at-a-Glance

### *English 2- Standard and Honors Levels*

This course defines what students should understand and be able to do by the end of 10<sup>th</sup> grade. Knowledge acquisition should be the primary purpose of any reading approach as the systematic building of a wide range of knowledge across domains is a prerequisite to higher literacy. At this grade level, students are building their facility with rhetoric, the craft of using language in writing and speaking, using classic literature, essays, and speeches as mentor texts.

The benchmarks in this course are mastery goals that students are expected to attain by the end of the year. To build mastery, students will continue to review and apply earlier grade-level benchmarks and expectations.

English Language Arts is not a discrete set of skills, but a rich discipline with meaningful, significant content, the knowledge of which helps all students actively and fully participate in our society.

Standards should not stand alone as a separate focus for instruction, but should be combined purposefully.

The texts students read should be meaningful and thought-provoking, preparing them to be informed, civic-minded members of their community.

Curricular content for all subjects must integrate critical-thinking, problem-solving, and workforce-literacy skills; communication, reading, and writing skills; mathematics skills; collaboration skills; contextual and applied-learning skills; technology-literacy skills; information and media-literacy skills; and civic-engagement skills.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

### **What is the purpose of this course?**

The purpose of this course is to provide 10<sup>th</sup> grade students with an integrated study of English- Language Arts using reading, writing, speaking, listening, and language for college and career preparation and readiness.

The content should include, but not be limited to, the following:

- active reading of varied texts for what they say explicitly, as well as logical inferences that can be drawn
- analysis of literature and informational texts from varied literary periods to examine:
  - text craft and structure
  - elements of literature
  - arguments and claims supported by textual evidence

- power and impact of language
- influence of history, culture, and setting on language
- personal critical and aesthetic response
- writing for varied purposes
  - developing and supporting argumentative claims
  - crafting coherent, supported expository texts
  - responding to literature for personal and analytical purposes
  - writing narratives to develop real or imagined events
  - writing on sources (short and longer research) using text-based claims and evidence
- effective listening, speaking, and viewing strategies with emphasis on the use of evidence to support or refute a claim in multimedia presentations, class discussions, and extended text discussions
- collaboration amongst peers

### What will 10<sup>th</sup> grade students be expected to do?

In the 2022-2023 school year, SJCS D will continue to use the Florida B.E.S.T. Standards as the tool to guide ELA instruction in our schools. According to the [ELA B.E.S.T. Standards](#) (p. 104),

*In grades 9-12, students are moving beyond analysis and evaluating writing, looking at particular techniques an author uses to add levels of meaning. Students continue to be introduced to literature from historic time periods. This framework will help students in building a body of knowledge useful in being able to interpret multiple layers of meaning. In high school, those periods begin with the Classical Period and continue to the present:*

- Classical Period (1200 BCE–455 CE)
- Medieval Period (455 CE–1485 CE)
- Renaissance Period (1300–1600)
- Restoration and 18th Century (1660–1790) British Literature
- Colonial and Early National Period (1600–1830) American Literature
- Romantic Period (1790–1870)
- Realism and Naturalism Period (1870–1930)
- Modernist Period (1910–1945)
- Contemporary Period (1945–present)

### What will 10<sup>th</sup> Grade students be reading and discussing?

*The standards and texts below will be covered by ALL 10<sup>th</sup> grade ELA teachers in SJCS D. Moreover, teachers have autonomy to use additional, appropriate supplemental texts, lessons, and projects to address the quarter’s spotlight standards as well as to introduce and review the other standards for the grade-level.*

Quarter	Spotlight Standards	Spotlight Texts
<b>Quarter 1:</b>  Fictional Narratives and Narrative Writing	<b>Reading Strand:</b> ELA.10.R.1.1: Literary Elements ELA.10.R.1.2: Theme ELA.10.R.1.3: Perspective and Point of View ELA.10.R.3.2: Paraphrase and Summarize  <b>Communication Strand- Writing:</b> ELA.10.C.1.2: Narrative	- “B. Wordsworth” by V.S. Naipaul- short story - “La Juanita” by Alice Dunbar-Nelson- short story - <i>Antigone</i> (excerpt) by Sophocles- play

	<p><b>Communication Strand- Grammar</b>          ELA.10.C.3.1: Phrases and Clauses</p> <p><b>Vocabulary Strand:</b>          ELA.10.V.1.1: Academic Vocabulary          ELA.10.V.1.2: Morphology          ELA.10.V.1.3: Context and Connotation</p>	
<p><b>Quarter 2:</b></p> <p>Poetry/Poetic Devices and Expository Writing</p>	<p><b>Reading Strand:</b>          ELA.10.R.1.4: Poetry          ELA.10.R.3.1: Figurative Language          ELA.10.R.3.3: Comparative Reading</p> <p><b>Communication Strand- Writing:</b>          ELA.10.C.1.4: Expository</p> <p><b>Communication Strand- Grammar:</b>          ELA.10.C.3.1: Semicolons, colons, capitalization of quotations</p> <p><b>Vocabulary Strand:</b>          ELA.10.V.1.1: Academic Vocabulary          ELA.10.V.1.2: Morphology          ELA.10.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> <li>- “Love is Not All” by Edna St. Vincent Millay- poetry</li> <li>- “Rituals of Memory” by Kimberly Blaeser- essay</li> <li>- <i>Rámáyana</i> (excerpt) by Válmiki (Griffith translation)- epic poetry- with <i>Sita’s Ramayana</i> (excerpt)- graphic novel- OR “She Unnames Them” by Ursula K. Le Guin- short story- with Chapter 3 of <i>Genesis</i>- religious text</li> </ul>
<p><b>Quarter 3</b></p> <p>Informational Texts and Literary Analysis</p>	<p><b>Reading Strand:</b>          ELA.10.R.2.1: Structure          ELA.10.R.2.2: Central Idea          ELA.10.R.2.3: Author’s Purpose and Perspective          ELA.10.R.3.4: Understanding Rhetoric</p> <p><b>Communication Strand- Writing:</b>          ELA.10.C.1.3: Argumentative/Literary Analysis</p> <p><b>Communication Strand- Grammar:</b>          ELA.10.C.3.1: Parallel Structure</p> <p><b>Vocabulary Strand:</b>          ELA.10.V.1.1: Academic Vocabulary          ELA.10.V.1.2: Morphology          ELA.10.V.1.3: Context and Connotation</p>	<ul style="list-style-type: none"> <li>- “Letter from Birmingham Jail” by Martin Luther King, Jr.- letter</li> <li>- “Methods of Motivation: What’s More Effective—Intrinsic or Extrinsic Motivation?”- point/counterpoint articles</li> <li>- “The Perils of Indifference” by Eli Wiesel- speech- OR “Claudette Colvin Explains Her Role in the Civil Rights Movement” by Roni Jacobson- article</li> </ul>
<p><b>Quarter 4</b></p> <p>Spiral Review, Research and Oral Presentations, Novel Studies, Narrative Writing</p>	<p>All B.E.S.T. Standards for the 10<sup>th</sup> grade year will be reviewed and/or covered in this quarter.</p>	<p>School-based teacher teams will decide on the works they use in this quarter; please contact your student’s teacher for specifics.</p>

**What longer works might 10<sup>th</sup> grade students study?**

*In addition to the prescribed works listed above, teachers may choose to teach longer works in their entirety. The list below comprises those works approved by the FLDOE for 10<sup>th</sup> grade study. If a work is neither a textbook offering (StudySync) nor a B.E.S.T. Sample Extended-Length Text, then teachers will have completed the novel approval process before using the work for whole-class instruction.*

<b>StudySync Novel Studies</b>	<b>B.E.S.T. Sample Extended-Length Texts</b>
<p><i>Things Fall Apart</i>, Achebe (on 8<sup>th</sup> grade B.E.S.T. list)  <i>The Alchemist</i>, Coelho  <i>The House of the Spirits</i>, Allende  <i>Night</i>, Wiesel (on 11<sup>th</sup> grade B.E.S.T. list)  <i>The Immortal Life of Henrietta Lacks</i>, Skloot  <i>Paper Towns</i>, Green  <i>Oedipus Rex</i>, Sophocles  <i>A Midsummer Night's Dream</i>, Shakespeare  <i>Antigone</i>, Sophocles (on 8<sup>th</sup> grade B.E.S.T. list)  <i>The Woman Warrior: Memoirs of a Girlhood Among Ghosts</i>, Kingston  <i>The Jungle</i>, Sinclair  <i>The Joy Luck Club</i>, Tan  <i>The Book Thief</i>, Zusak  <i>Silent Spring</i>, Carson</p>	<p><i>2 Samuel</i>, Bible  <i>A Raisin in the Sun</i>, Hansberry (On 11<sup>th</sup> grade StudySync list)  <i>A Tale of Two Cities</i>, Dickens  <i>Common Sense</i>, Paine  <i>Galatea</i>, Miller  <i>Land of Hope: An Invitation to the Great American Story</i>, McClay  <i>Prometheus Unbound</i>, P. B. Shelley  <i>The Autobiography of an Ex-Colored Man</i>, Johnson  <i>The Crucible</i>, Miller (On 11<sup>th</sup> grade StudySync list)  <i>The Piano Lesson</i>, Wilson  <i>The Red Badge of Courage</i>, Crane  <i>The Scarlet Letter</i>, Hawthorne (On 11<sup>th</sup> grade StudySync list)  <i>The Souls of Black Folk</i>, DuBois  <i>Uncle Tom's Cabin</i>, Stowe  <i>Up from Slavery</i>, Washington</p>
<p><i>Cry, The Beloved Country</i>, Paton  <i>Fahrenheit 451</i>, Bradbury  <i>Frankenstein; Or, The Modern Prometheus</i>, M. Shelley  <i>Lord of the Flies</i>, Golding  <i>Macbeth</i>, Shakespeare  <i>Of Mice and Men</i>, Steinbeck  <i>Pygmalion</i>, Shaw</p>	<p><i>Cry, The Beloved Country</i>, Paton  <i>Fahrenheit 451</i>, Bradbury  <i>Frankenstein; Or, The Modern Prometheus</i>, M. Shelley  <i>Lord of the Flies</i>, Golding  <i>Macbeth</i>, Shakespeare  <i>Of Mice and Men</i>, Steinbeck  <i>Pygmalion</i>, Shaw</p>