

10th Grade Communication and Multimodal Literacies

10.1 / 10.2

Time Frame:

These activities should be done in conjunction with other units of study, and should be on-going throughout the semester. (Examples are included throughout the pacing guide)

10.1 The student will make planned multimodal, interactive presentations collaboratively and individually.

- a) Make strategic use of multimodal tools.
- b) Credit information sources.
- c) Demonstrate the ability to work effectively with diverse teams including setting rules and goals for group work such as coming to informal consensus, taking votes on key issues, and presenting alternate views.
- d) Assume responsibility for specific group tasks.
- e) Include all group members and value individual contributions made by each group member.
- f) Use a variety of strategies to listen actively and speak using appropriate discussion rules with awareness of verbal and nonverbal cues.
- g) Respond thoughtfully and tactfully to diverse perspectives, summarizing points of agreement and disagreement.
- h) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- i) Access, critically evaluate, and use information accurately to solve problems.
- j) Use reflection to evaluate one's own role and the group process in small-group activities.
- k) Evaluate a speaker's point of view, reasoning, use of evidence, rhetoric, and identify any faulty reasoning.

10.2 The student will examine, analyze, and produce media messages.

- a) Create media messages for diverse audiences.
- b) Credit information sources.
- c) Evaluate sources for relationships between intent, factual content, and opinion.
- d) Analyze the impact of selected media formats on meaning.
- e) Analyze the purpose of information and persuasive techniques used in diverse media formats.
- f) Evaluate the motives (e.g., social, commercial, political) behind media presentation(s).
- g) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- h) Monitor, analyze, and use multiple streams of simultaneous information.
- i) Demonstrate ethical use of the Internet when evaluating or producing creative or informational media messages.

10th Grade Reading

10.3

Time Frame:

On-going

The purpose of this section is to ensure that students gain an understanding of words parts, context clues, and vocabulary that is part of common cultural literacy.

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, and antonyms, to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- d) Explain the meaning of common idioms.
- e) Explain the meaning of literary and classical allusions and figurative language in text.
- f) Extend general and cross-curricular vocabulary through speaking, listening, reading, and writing.

TOPIC	EXPLANATION	APPLICATION
Prefixes Suffixes Root words	<ul style="list-style-type: none">▪ Identify and become familiar with common word parts▪ Determine meaning based on word parts.	<ul style="list-style-type: none">○ Matching definition to word part○ Defining a word based on word parts○ Creating words based on word parts
Context Clues	<ul style="list-style-type: none">▪ Identify common context clues (defining, antonym/synonym, example, details, etc.)▪ Define words based on their usage in a sentence	<ul style="list-style-type: none">○ Analyze analogies to determine word meaning.○ Define words in the context of a short story or nonfiction piece.○ Answer open-ended and multiple choice questions about word meanings.

10th Grade Reading and Literature Short Stories and Novels

10.4

Time Frame:

3-5 weeks—this does not have to be consecutive.

The focus in this section should be on the various literary elements and the relationship between the elements. The teacher may use short stories found in the textbook or other grade-level appropriate short stories—if the teacher chooses to use literature not found in the textbook, be sure to check with the department head to ensure that the chosen literature is approved and not used in other grade levels.

Novels may be selected from the approved list.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

TOPIC	EXPLANATION		APPLICATION
Read a variety of literature.	<ul style="list-style-type: none"> ▪ Read and analyze short stories for comprehension. ▪ Identify the author's tone and purpose of writing. ▪ Demonstrate an understanding of language and vocabulary through reading. 		<ul style="list-style-type: none"> ○ Answer comprehension questions based on individual short stories. ○ Compare and contrast short stories through the use of graphic organizers and/or writing. ○ Explain the purpose/tone/opinion in a particular work based on author's word choice/use of language. ○ Work in large group, small group, and individual settings to practice reading comprehension. ○ Use word attack skills, context clues, and prior knowledge to determine word meanings.
Identify literary elements and their uses in literature.	<ul style="list-style-type: none"> ▪ ALLEGORY ▪ ALLUSION ▪ CLIMAX ▪ CHARACTER TYPES: ○ DYNAMIC ○ FLAT ○ ROUND ○ STATIC ○ CARICATURE ○ STEREOTYPE ▪ CHARACTER ARCHETYPES ▪ CHARACTERIZATION 	<ul style="list-style-type: none"> ▪ FIGURATIVE LANGUAGE: ○ METAPHOR ○ SIMILE ○ PERSONIFICATION ○ HYPERBOLE ▪ FORESHADOW ▪ IRONY ○ DRAMATIC ○ SITUATIONAL ○ VERBAL ▪ POINT OF VIEW: 	<ul style="list-style-type: none"> ○ Identify the various literary elements in a story. ○ Explain the relationship between literary elements through graphic organizers, writing, oral discussions. ○ Work in small groups to read and analyze a variety of short stories / novels. ○ Identify characters' major behaviors and motivations and explain what it reveals about character. ○ Identify and explain the theme of a particular work and how the story

	<ul style="list-style-type: none">○ DIRECT○ INDIRECT<ul style="list-style-type: none">▪ CONFLICT○ EXTERNAL○ INTERNAL<ul style="list-style-type: none">▪ CONNOTATION▪ DENOTATION▪ DICTION▪ EXPOSITION	<ul style="list-style-type: none">○ 1ST PERSON○ LIMITED○ OMNISCIENT<ul style="list-style-type: none">▪ MOOD▪ MYTH▪ PROTAGONIST▪ SETTING▪ SYMBOL▪ THEME▪ TONE▪ RESOLUTION	demonstrates the theme to be true.
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Reading and Literature

Poetry

10.4

Time Frame:

1-2 weeks.

Poetry can be done in conjunction with several other units of study (short stories, novels, drama)

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
- b) Analyze the similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
- f) Critique how authors use key literary elements to contribute to meaning including, character development, theme, conflict, and archetypes.
- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

TOPIC	EXPLANATION	APPLICATION
Analyze a variety of poetry and identify its use/placement within a historical context.	<p>Students will read a variety of poetry from established authors.</p> <p>Students will identify the various poetic forms and their use within different historical eras.</p> <p>Use appropriate vocabulary to discuss/analyze poetry:</p> <ul style="list-style-type: none"> ▪ Alliteration ▪ Assonance ▪ Couplet ▪ Diction ▪ Elegy ▪ Elevated language/style ▪ Figurative language ▪ Free verse ▪ Haiku ▪ Imagery ▪ Lyric poetry ▪ Metrical patterns ▪ Octet ▪ Ode ▪ Onomatopoeia ▪ Plain language 	<ul style="list-style-type: none"> ○ Read poetry from the major historical eras. ○ Answer multiple choice/short answer questions to demonstrate understanding ○ Create graphic organizers to analyze poetry. ○ Compare and contrast poetry from different historical eras. ○ Explain how a poem represents beliefs/events of a historical time period. ○ Write a variety of different poems

	<ul style="list-style-type: none">▪ Rhyme▪ sestet▪ Sonnet▪ Sound devices▪ Stanza	
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Time Frame:

1-2 weeks.

The focus in this section should be on the various literary elements associated with dramatic works.

The unit can include the Shakespeare play (*Julius Caesar*, *A Midsummer Night's Dream*, *Much Ado About Nothing*, *The Tempest*) as well as one-act plays or individual monologues/soliloquies.

10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.

- a) Make inferences and draw conclusions using references from the text(s) for support.
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- c) Interpret the cultural or social function of world and ethnic literature.
- d) Analyze universal themes prevalent in the literature of different cultures.
- e) Examine a literary selection from several critical perspectives.
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- g) Interpret how themes are connected within and across texts.
- h) Explain the influence of historical context on the form, style, and point of view of a literary text(s).
- i) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text.
- j) Compare/contrast details in literary and informational nonfiction texts.
- k) Compare and contrast how literary devices convey a message and elicit a reader's emotions.
- l) Compare and contrast character development in a play to characterization in other literary forms.
- m) Use reading strategies to monitor comprehension throughout the reading process.

TOPIC	EXPLANATION	APPLICATION
Read, analyze, critique dramatic works.	<ul style="list-style-type: none">▪ Read and analyze dramatic works for comprehension.▪ Use appropriate vocabulary to discuss dramatic works.▪ Demonstrate an understanding of characterization through dialogue (particularly: aside, monologue, soliloquy)▪ Identify character behaviors, motivations and consequences.▪ Identify the theme and how the characters/events demonstrate the theme to be true.▪ Explain author's use of language and how it influences tone, mood, character development, and theme.▪ Explain the relationship between the various elements of the story.▪ Explain the use of stage directions and how/why they are used throughout the play.▪ Analyze monologues and soliloquies and what they reveal about character.	<ul style="list-style-type: none">○ Answer comprehension questions based on the dramatic work.○ Use graphic organizers to analyze the elements of a dramatic work.○ Participate in small or large group performances of dramatic works.○ Participate in small and large group discussions.○ Compare and contrast different types of performances (reading, visual, film, etc.)

10th Reading and Literature

Nonfiction

10.5

Time Frame:

1-2 weeks—this does not have to be consecutive.

There are several types of non-fiction the students should read and analyze throughout the semester. These can often be used in conjunction with other units of study. For example: an article on life in ancient Rome during the study of *Julius Caesar*, or analyzing an informational webpage as an introduction to research, or reading biographies of authors.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Analyze text features and organizational patterns to evaluate the meaning of texts.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim materials to develop an overview and locate information.
- d) Compare and contrast informational texts for intent and content.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Analyze ideas within and between selections providing textual evidence.
- i) Summarize, paraphrase, and synthesize ideas, while maintaining meaning and a logical sequence of events, within and between texts.
- j) Use reading strategies throughout the reading process to monitor comprehension.

TOPIC	EXPLANATION	APPLICATION
Read and analyze a variety of non-fiction	<ul style="list-style-type: none"> ▪ Identify the characteristics of a variety of non-fiction. <ul style="list-style-type: none"> ● Biographies ● Autobiographies ● Essays ● Articles (newspaper/magazine) ● Informational texts (brochures, instructions, time-tables, consumer materials, etc.) ▪ Analyze non-fiction (including informational materials) for tone, purpose, opinion. 	<ul style="list-style-type: none"> ○ Answer comprehension questions based on the particular item of non-fiction. ○ Demonstrate an understanding of the piece of non-fiction through the use of graphic organizers. ○ Explain the purpose/tone/opinion in a particular work based on author's word choice/use of language. ○ Apply knowledge learned in informational texts.

10th Grade Writing and Grammar

Essays

10.6

Time Frame:

After an initial, concentrated introduction to grammar and writing (2-3 weeks), the students should continue to practice these skills throughout the semester.

The 10th grade year is used to prepare students to take and pass the writing SOL the following year. Therefore,

the study of grammar and writing should be spread throughout the semester to ensure students are continually practicing these skills.

Assignments: Inclusion and General Education classes should complete 2-3 essays (narrative, expository, persuasive).

Honors and Advanced classes should complete 3-4 essays (narrative, expository, persuasive)

Writing

10.6 The student will write in a variety of forms to include persuasive, reflective, interpretive, and analytic with an emphasis on persuasion and analysis.

- a) Engage in writing as a recursive process.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Adjust writing content, technique, and voice for a variety of audiences and purposes.
- d) Communicate clearly the purpose of the writing using a thesis statement.
- e) Objectively introduce and develop topics, incorporating evidence and maintaining an organized structure and a formal style.
- f) Compose a thesis statement for persuasive writing that advocates a position.
- g) Clearly state and defend a position using reasons and sufficient evidence from credible sources as support.
- h) Identify counterclaims and provide counter - arguments.
- i) Show relationships among claims, reasons, and evidence and include a conclusion that follows logically from the information presented.
- j) Blend multiple forms of writing including embedding a narrative to produce effective essays.
- k) Elaborate ideas clearly through word choice.
- l) Use textual evidence to compare and contrast multiple texts.
- m) Revise writing for clarity of content, accuracy, and depth of information.
- n) Write and revise to a standard acceptable both in the workplace and in postsecondary education.

TOPIC	EXPLANATION	APPLICATION
The writing process	<ul style="list-style-type: none"> ● Brainstorming/Planning stage ● Outline ● Rough Draft ● Edit ● Final Draft 	<ul style="list-style-type: none"> ○ Acceptable types of brainstorming include—thinking maps, Venn diagram, web, listing, etc. ○ Traditional outlines only (<i>four square and other organization methods are not on the SOL test and are therefore unnecessary</i>) ○ 5 paragraphs—introduction, three body paragraphs, conclusion ○ Use a variety of editing methods including peer and teacher editing ○ Has to be <u>typed</u>
Critique/edit peer work	<ul style="list-style-type: none"> ● Students should use rubrics and their understanding of the writing process to critique/edit their peers' work. 	<ul style="list-style-type: none"> ○ Edit essays in a small group setting. ○ Use teacher and student generated rubrics to critique/edit work. ○ Share essays with class/small groups to receive verbal feedback.
Interpret/analyze/evaluate ideas.	<ul style="list-style-type: none"> ● Use a variety of writing styles and organizational methods to present material. 	<ul style="list-style-type: none"> ○ Organize essays/writing based on the topic/prompt—chronological, spatial, cause/effect, narrative, etc.

10th Grade Writing and Grammar
Grammar and Mechanics

10.7

Time Frame:

After an initial, concentrated introduction to grammar (2-3 weeks), the students should continue to practice these skills throughout the semester.

The 10th grade year is used to prepare students to take and pass the writing SOL the following year. Therefore, the study of grammar and writing should be spread throughout the semester to ensure students are continually practicing these skills.

Grammar **should not** be taught in isolation—grammar skills should be taught and practiced throughout the semester (*suggestions—daily or weekly warm-ups, weekly “grammar day,” use in conjunction with editing exercises, etc.*). There is no need to go beyond the grammar skills listed in this pacing guide.

10.7 The student will self- and peer-edit writing for capitalization, punctuation, spelling, sentence structure,

paragraphing, and Standard English.

- a) Use parallel structure across sentences and paragraphs.
- b) Use complex sentence structure to infuse sentence variety in writing.
- c) Distinguish between active and passive voice.
- d) Use colons correctly.
- e) Analyze the writing of others and suggest how writing might be improved.

TOPIC	EXPLANATION	APPLICATION
Subject/Verb Agreement	<ul style="list-style-type: none"> Students should correctly match subjects and verbs based on number 	<ul style="list-style-type: none"> Identify subjects and verbs (singular and plural) Recognize and follow specific rules regarding collective and compound subjects as well as indefinite pronouns
Irregular Verbs and Use Verb Forms	<ul style="list-style-type: none"> Use of correct verb forms and tenses in writing Utilize the correct tense of irregular verbs at sentence and paragraph level 	<ul style="list-style-type: none"> Lie/lay; sit/set; rise/raise; avoid passive voice
Pronoun/Antecedent Agreement	<ul style="list-style-type: none"> Students should correctly match pronouns and antecedents based on number and gender 	<ul style="list-style-type: none"> Identify pronouns and antecedents (singular and plural) Identify which are male and female Recognize and follow specific rules regarding collective and compound antecedents as well as indefinite pronouns
Commas	<ul style="list-style-type: none"> Students should follow rules governing the comma 	<ul style="list-style-type: none"> Items in a series, adjectives preceding nouns, between independent clauses joined by a conjunction, around interrupters and parenthetical information, after introductory clauses, and everyday usage (dates, greetings, abbreviations)
Apostrophes, Possessives, and Plurals	<ul style="list-style-type: none"> Students should follow apostrophe rules concerning possessives and contractions 	<ul style="list-style-type: none"> Singular and plural possessives, compound and collective nouns, proper nouns; name possessives
Sentences	<ul style="list-style-type: none"> Avoiding and correcting run-on sentences and fragments 	<ul style="list-style-type: none"> Identify the parts of the sentences to identify fragments and correct them; Use punctuation and conjunctions to correct run-on sentences

10th Grade Research

10.8

Time Frame:

1-2 weeks.

The process of writing the research paper should be part of one consecutive unit—the process *should not* be broken up throughout other units. While there is only one assigned research paper, students should use research skills in other assignments as well (*webpage analysis, writing biographies, mini-research projects, etc.*) throughout the semester.

When teaching the research paper, you should cover the writing process just as you would with the essays.

Assignments: Inclusion and General Education classes—1 research paper, 3-4 pages.

Honors and Advanced classes—1 research paper, 4-5 pages.

10.8 The student will find, evaluate, and select credible resources to create a research product.

- a) Verify the accuracy, validity, and usefulness of information.
- b) Analyze information gathered from diverse sources by identifying misconceptions, main and supporting

ideas, conflicting information, and point of view or bias.

c) Evaluate and select evidence from a variety of sources to introduce counter claims and to support claims.

d) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

f) Demonstrate ethical use of the Internet.

TOPIC	EXPLANATION	APPLICATION
Use the writing process and proper research techniques.	<ul style="list-style-type: none">▪ Research Process<ul style="list-style-type: none">● Questioning● Note-Taking● Use of Resources● Primary vs. Secondary sources● Analyzing sources for reliability▪ Follow the writing process<ul style="list-style-type: none">● Questioning / brainstorming● Take notes● Organize information in a traditional outline form.● Rough draft● Edit● Final draft.▪ Use proper format for the paper.<ul style="list-style-type: none">● Title page and/or header● Works cited page and bibliography● In-text citations● Format	<ul style="list-style-type: none">○ Teacher should model proper research techniques.○ Students should practice identifying bias / opinion in research sources.○ Create note-cards or use other note-taking techniques.○ Use on-line databases and other web-based sources.○ Use rubrics to help plan and edit paper.○ Creating slide shows to share research findings○ Participate in persuasive debates