

## 10<sup>th</sup> Grade Language Arts - Curriculum Map

	<b>Reading/Literature</b>	<b>Listening/Speaking</b>	<b>Writing</b>	<b>Grammar</b>	<b>Vocabulary</b>
<b>Quarter 1</b>	<ul style="list-style-type: none"> <li>• Summer reading analysis</li> <li>• "The New Land" Unit</li> <li>• <i>The Crucible</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating Oral Presentations</li> <li>• Understanding Oral Traditions</li> <li>• Dramatization of Scenes</li> </ul>	<ul style="list-style-type: none"> <li>• 5-paragraph essay – theme; hero</li> <li>• Compare/contrast – critical level thinking</li> <li>• Narrative Writing</li> <li>• Lyric Poetry Writing</li> <li>• Journal writing</li> </ul>	<ul style="list-style-type: none"> <li>• Review of compound and complex sentences</li> <li>• Review of MLA format for essays</li> <li>• Review of good punctuation, capitalization, spelling practices</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop</i> Level F -- Units 1-3, 4 + Unit Review</li> <li>• Literary terms for drama</li> <li>• Vocabulary from text unit and <i>The Crucible</i></li> </ul>
<b>Quarter 2</b>	<ul style="list-style-type: none"> <li>• "Revolutionary Period" Unit</li> <li>• "A Growing Nation" Unit</li> <li>• "New England Renaissance Unit"</li> <li>• <i>The Scarlet Letter</i> or <i>Young Goodman Brown</i></li> <li>• Reading fiction and nonfiction sources in developing a research paper</li> </ul>	<ul style="list-style-type: none"> <li>• Debate</li> <li>• Practicing Audience Etiquette</li> <li>• Reciting poetry</li> </ul>	<ul style="list-style-type: none"> <li>• Writing an autobiographical account</li> <li>• Critical response to a statement</li> <li>• Supporting an student-generated thesis statement</li> <li>• Writing a research paper, using MLA format</li> <li>• Supporting opinions</li> <li>• Understanding cause and effect writing</li> <li>• Evaluating style</li> <li>• Analyzing effectiveness of rhetorical strategies or literary techniques</li> <li>• Elements of persuasive writing: Audience, Purpose, Speaker, Tone</li> </ul>	<ul style="list-style-type: none"> <li>• Review grammar concerns on individual basis through essay writing instruction</li> <li>• Diction</li> <li>• Active and passive voice</li> <li>• Narrative voice</li> <li>• Semicolons</li> <li>• Parallelism</li> <li>• Subordination</li> <li>• Identifying direct and rhetorical questions</li> <li>• Develop MLA format research paper skills</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop</i> Level F -- Units 5-6, 7-8 + Unit Review</li> <li>• Vocabulary from text unit and Hawthorne reading</li> <li>• Review terms for rhetorical analysis</li> </ul>
<b>Quarter 3</b>	<ul style="list-style-type: none"> <li>• "Division, War, and Reconciliation" Unit</li> <li>• "Realism and the Frontier" Unit</li> <li>• <i>Autobiography of Frederick Douglass</i></li> <li>• <i>The Adventures of Huckleberry Finn</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating Oral Presentations</li> <li>• Spirituals Performance</li> <li>• Recognizing a refrain</li> <li>• Poetry recitation</li> <li>• Appreciating dialect</li> <li>• Sound devices and their effectiveness</li> <li>• Practicing Audience Etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• 5-paragraph essay -- persuasive</li> <li>• Research Writing</li> <li>• Children's literature</li> <li>• Poetry writing</li> <li>• 5-paragraph essay – conflict, theme, irony</li> <li>• Sonnet writing</li> </ul>	<ul style="list-style-type: none"> <li>• Review grammar concerns on individual basis through essay writing instruction</li> <li>• Gerunds and gerund phrases</li> <li>• Dashes</li> <li>• Coordinating conjunctions</li> <li>• Effective concluding sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop</i> Level F -- Units 9, 10-12 + Unit Review</li> <li>• Vocabulary from text unit and independent reading books</li> </ul>
<b>Quarter 4</b>	<ul style="list-style-type: none"> <li>• Poetry via the textbook "The Modern Age" and "Contemporary Writers"</li> <li>• <i>Our Town</i></li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating Oral Presentations</li> <li>• Reciting Original Poetry</li> <li>• Practicing Audience Etiquette</li> </ul>	<ul style="list-style-type: none"> <li>• Research Writing</li> <li>• Reading Response Journal Writing</li> <li>• Poetry Writing</li> <li>• Poetry analysis writing</li> <li>• Writing about author's attitudes/tone</li> </ul>	<ul style="list-style-type: none"> <li>• Review grammar concerns on individual basis through essay writing instruction</li> <li>• Coordinate and cumulative adjectives</li> <li>• Recognizing faulty coordination</li> <li>• Transitions</li> <li>• Appreciating nominative absolutes</li> <li>• Logical order in writing</li> <li>• Progressive form of the verb</li> <li>• Direct and indirect quotations</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Vocabulary Workshop</i> Level F -- Units 13-15 + Unit Review</li> <li>• Poetry Terms</li> <li>• Vocabulary from <i>Our Town</i> plus review of vocabulary from dramatic productions</li> </ul>