

Grade 10 - Year at a Glance

M/J I Language Arts

A Note to Parents: State standards require your student's language arts teacher to plan lessons that engage students in critical reasoning, build rich background knowledge, and develop deep understanding of complex texts. To achieve these goals, lessons must ask students to read widely from across a vast historical, geographical, cultural, and ideological spectrum. Students will analyze texts in the context of the time they were written and in comparison to texts from other literary periods. Along this journey, students may encounter language, attitudes, themes, or characters they find unfamiliar or difficult. Your child's teachers are prepared for this. They are trained to facilitate text-based writing and discussion that encourage analysis, reflection, and research, not just simple answers. Students are not told what to think. They are encouraged to explore their own thinking and the thinking of others to better understand themselves and the world around them. Every teacher's goal is to create a safe learning environment for all students while actively engaging them in all aspects of literacy. If you are concerned about what your child will be reading in class, please preview upcoming class texts and discuss alternate texts with the teacher if needed. Together we are better!

What is the purpose of this course?

The purpose of this course is to provide grade 10 students, using texts of high complexity, integrated language arts study in 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 the 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 informative/expository texts
 - responding to literature for personal and analytical purposes
 - writing narratives to develop real or imagined events
 - writing to sources using text-based evidence and reasoning
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- 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 Grade 10 students be expected to do?

English Language Arts Expectations:

ELA.K12.EE.1.1 - Cite evidence to explain and justify reasoning.

ELA.K12.EE.2.1 - Read and comprehend grade-level complex texts proficiently.

ELA.K12.EE.3.1 - Make inferences to support comprehension.

ELA.K12.EE.4.1 - Use appropriate collaborative techniques and active listening skills when engaging in discussions in a variety of situations.

ELA.K12.EE.5.1 - Use the accepted rules governing a specific format to create quality work.

ELA.K12.EE.6.1 - Use appropriate voice and tone when speaking or writing.

Grade 10 Writing Types Expectations

Narrative Writing - ELA.10.C.1.2: Write narratives using an appropriate pace to create tension, mood, and/or tone.

Argumentative Writing - ELA.10.C.1.3: Write to argue a position, supporting claims using logical reasoning and credible evidence from multiple sources, rebutting counterclaims with relevant evidence, using a logical organizational structure, elaboration, purposeful transitions, and maintaining a formal and objective tone.

Expository Writing - ELA.10.C.1.4: Write expository texts to explain and analyze information from multiple sources, using a logical organization, purposeful transitions, and a tone and voice appropriate to the task.

Grammar/Mechanics

Skills to be mastered at this grade level are as follows:

- Add variety to writing or presentations by using parallel structure and various types of phrases and clauses.

Skills to be implemented but not yet mastered are as follows:

- Use knowledge of usage rules to create flow in writing and presenting.

Here is a link with a more detailed list and description of the ELA state standards:

<http://www.fldoe.org/core/fileparse.php/18736/urlt/ELASTandards.pdf>

What will Grade 10 students be reading and discussing?

The themes and texts below are samples from our adopted instructional resources. Teachers have autonomy to choose/develop appropriate supplemental and alternative texts, lessons, and projects to address the required state standards.

Quarter	Sample Themes	Sample Texts
Quarter 1	The Power of Communication: Why do words matter? Why do words matter? What effect do words have on our daily lives? How challenging is it to choose the right words? What happens when we use inappropriate words or say the wrong thing?	The Refusal (Fiction) I Am Offering This Poem (Poetry) She Unnames Them (Fiction) The Story of a Vision (Fiction) The Second Coming (Poetry) Heart of Darkness (Fiction) Things Fall Apart (Fiction) My Grandmother Washes Her Feet in the Sink of the Bathroom at Sears (Poetry) In Between Cultures: A Granddaughter's Advantage (Argumentative) Letter from Birmingham Jail (Argumentative) A Voice (Poetry) Speech to the Second Virginia Convention (Argumentative) Lord of the Flies Things Fall Apart Fahrenheit 451
Quarter 2	Moving Forward: How does culture influence your goals? How does culture influence your goals? What do readers learn by reading about past and present struggles? What do these stories teach us about ourselves and the impact our culture has on our lives and our goals?	The Power of the Hero's Journey (Informational Text) The Gathering Place (Poetry) Sita's Ramayana (Graphic Novel) Rámáyana (Poetry) Republic (Argumentative Text) Valedictorian Address at Anacostia High School (Informational Text) Methods of Motivation (Argumentative Text) Remarks at the UN General Assembly (Argumentative Text) A Plea for Global Education (Argumentative Text) The Perils of Indifference (Argumentative Text) Night (Informational Text) Civil Peace (Fiction) Address to William Henry Harrison (Argumentative Text) The Alchemist The House of the Spirits Night
Quarter 3	The Persistence of Memories: How does the past impact the future? How does a person's childhood shape the adult he or she becomes? What can we learn about ourselves by recollecting our memories and childhood dreams? Can we avoid certain mistakes in the future by learning about the past?	By Any Other Name (Informational) Rituals of Memory (Informational) Seeing at the Speed of Sound (Informational) From Behind a Covered Window (Poetry) Love Is Not All (Poetry) Facial expressions—including fear—may not be as universal as we thought (Informational) Dream Psychology: Psychoanalysis for Beginners (Informational) The Secret Life of Salvador Dali (Informational) Rock, Ghost, Willow, Deer: A Story of Survival (Informational) Persepolis (Informational) The Immortal Life of Henrietta Lacks (Informational) Paper Towns Oedipus Rex

Quarter 4	The Ties That Bind: What brings us back to one another? Why do people have strong feelings about the groups to which they belong? What do we as readers learn by reading and watching stories about people who struggle to define themselves apart from their communities or who want desperately to blend in? What do these stories teach us about how the world works?	Macbeth, Act I, Scene iii (Drama) Antigone (Drama) What to the Slave Is the Fourth of July? (Informational) House Divided Speech (Informational) Claudette Colvin Explains Her Role in the Civil Rights Movement (Informational) Cherokee Family Reunion (Drama) Funny in Farsi: A Memoir of Growing Up Iranian in America (Informational) On the Painting of the Sistine Chapel (Poetry) Sábado Gigánte (Fiction) La Juanita (Fiction) Kindness (Poetry) A Midsummer Night’s Dream Frankenstein Anthem
Optional Units Available in Adopted District Resources		
Unit 5 (optional)	Chopped, Stirred, and Blended- What are the ingredients of culture? Why do people feel strongly about the food they eat? Are we sometimes eating memories of long-ago meals rather than the actual food on the plate in front of us? What can our food choices and preferences tell us about ourselves and our cultures?	Melons (Poetry) Parsley (Poetry) The Latin Deli: An Ars Poetica (Poetry) Curry: A Tale of Cooks and Conquerors (Informational) Chinese Cooking (Informational) The New Food Fights: U.S. Public Divides Over Food Science (Informational) Lines Written in Early Spring (Poetry) B. Wordsworth (Fiction) Florida’s Edible Wild Plants: A Guide to Collecting and Cooking (Informational) Maple Sugaring (In Aunt Alberta’s Backyard) (Poetry) A Quilt of a Country (Informational) Ethiopia (Poetry) Of Mice and Men Cry, the Beloved Country The Jungle
Unit 6 (optional)	Origin Stories- How does who we were guide who we will become? Why do origin stories matter? Why do we care about where we came from—as individuals, as family members, as community members, as a nation? How does knowing our origin stories help us in life?	I Am a Poet (Poetry) Past and Future (Poetry) The Joy Luck Club (Fiction) The Best We Could Do: An Illustrated Memoir (Informational) A Very Old Man with Enormous Wings (Fiction) Texas v. Johnson (Argumentative) Stars and Stripes (Argumentative) Farewell Address (Informational) Farewell Address to Congress (Informational) Creation Myths from Around the World (Informational) Looking for Palestine (Informational) Coming-of-Age Traditions from Around the World (Informational) The Book Thief Silent Spring Pygmalion –
How can I help my student to be successful in his/her English class?		
Support Resources		Everyday Activities
Reading	<p>Shakespearean Dating Tips (Students will learn about the modern day relevance of Shakespeare’s plays and how the English language has changed over time.)</p> <p>The Art of the Metaphor: In this animated video from TEDed, you will learn about the power of metaphors in your reading and in your writing. The video</p>	<p>Engage your student in discussions of current events.</p> <p>Engage your student in guessing or predicting possible outcomes and to give reasons for those predictions.</p> <p>Prompt your student to elaborate on their opinions with “why?” or “how?”</p> <p>Challenge them to consider or refute an opposing opinion.</p>

	explores questions like: "How do metaphors help us better understand the world?", as well as "What makes a good metaphor?"	Give your student opportunities to read aloud to you whenever possible (ingredients, recipes, social media posts, news stories, music lyrics).
Writing	<p><u>Principles of Composition</u> (Help for students with writing: includes materials that will help students write in different formats)</p> <p><u>State your Claim</u> (Students can practice writing argument essays in preparation for FSA writing)</p> <p><u>See FSA Portal for writing samples and resources!</u></p>	Encourage personal forms of writing (For example, journal writing, poetry, Youtube scripts, song lyrics, letters, meaningful social media posts, gaming directions, etc.).
Vocabulary	<p><u>Formal and Informal Speaking</u> (Students will learn how to organize and express through a short video, multi-level tutorial options, worksheets and answer keys, a game, and interactive quizzes to encourage debate and responding to others' views.)</p>	