

SUBJECT AREA: English 10

GRADE/COURSE: 10

Standard And Strand 1.1 Learning to Read Independently

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Before reading, locate appropriate (computerized and traditional resources) for a specific purpose (e.g., assigned task or project, independent work).</p> <p>_____ Recognize and interpret common organizational structures and graphic features to comprehend information.</p> <p>_____ During reading, use knowledge of structural analysis, context clues, and related references to understand and interpret specialized vocabulary in the content areas. Use these words accurately in speaking and writing.</p> <p>_____ Distinguish basic facts and ideas in text using appropriate strategies (e.g., surveying, setting a purpose for reading, activating personal knowledge, making predictions, questioning, rereading) as aide to comprehension. Discuss the effectiveness of selected reading strategies.</p>	<p>Locate various sources of information and evaluate for appropriateness to material.</p> <p>Locate and define new vocabulary words through speech, primary sources and contextual clues.</p> <p>Read and analyze selected works for author’s purpose, literary techniques and cultural connections.</p> <p>Properly enunciate and comprehend various genres, eg., prose, poetry, drama, etc.</p> <p>Appropriate oration, enunciation, and self analysis of varying works.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Independent Research</p> <p>Alternative evaluation</p> <p>Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Expand a reading vocabulary by identifying and correctly using new words (e.g., literal and figurative language, idioms, specialized words). Use a dictionary or related reference.</p> <p>_____ Understand the meaning of and apply key vocabulary across the various subject areas.</p> <p>_____ After reading, demonstrate understanding and interpretation of both fiction and nonfiction text, including public documents: make, and support with evidence, assertions about texts; compare and contrast texts using themes, settings, characters and ideas; explain the context of a document; analyze the positions, arguments and evidence in public documents.</p> <p>_____ Demonstrate fluency and comprehension in reading: read familiar materials aloud with accuracy; self correct mistakes; read a variety of genres. mistakes; use appropriate rhythm, flow, meter and pronunciation; read a variety of genres and types of text; demonstrate comprehension (recommend 25 books/year).</p>		<p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p>

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Standard And Strand 1.2 Reading Critically in all Content Areas

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Read and understand essential content of informational texts and documents in all academic areas: differentiate fact from opinion verifying complete and accurate information by utilizing a variety of resources (e.g., texts, electronic media, newspapers and periodicals); distinguish between essential and nonessential information across a variety of sources, identifying bias and propaganda where present; make decisions and draw conclusions based on the use of multiple sources of information; evaluate text organization and content to determine the author's purpose and effectiveness according to the author's theses, accuracy, and thoroughness.</p>	<p>Comprehension of various written material on a literally and figurative level.</p> <p>Validation of material for appropriateness of source, content and intention.</p> <p>Critically evaluate various media for validity of purpose, quality of information, unity and coherency.</p> <p>Apply knowledge of at least one literary genre through replication</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments.</p> <p>Remediation: Qualification for remediation is per school policy Retesting Independent Research Alternative evaluation Teacher assistance</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Use and understand a variety of media and evaluate the quality of material produced: evaluate the unique perspective of the information presented via different media; evaluate the techniques of media messages and determine their effect on different audiences; use, design and develop media to extend understanding of authors, genre, works from a literary or historical period.</p> <p>_____ Produce work in at least one literary genre that follows the conventions of the genre.</p>		<p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources research</p>

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Standard And Strand 1.3 Reading, Analyzing, and Interpreting Literature

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Read and understand works of literature.</p> <p>_____ Analyze the use of literary elements by an author including characterization, setting, plot, theme, point of view, tone and style.</p> <p>_____ Analyze the effect of various literary devices: sound techniques (e.g., rhyme, rhythm, meter, alliteration); figurative language (e.g., personification, simile, metaphor, hyperbole, allusion, irony, symbolism).</p> <p>_____ Read and react to a variety of poetic forms.</p> <p>_____ Analyze drama to determine plot, setting, and character motivation as revealed through literary devices (e.g., aside, soliloquy) that enhance the audience's understanding of character.</p> <p>_____ Read and respond to fiction and nonfiction, as well as poetry and drama.</p>	<p>During this unit of study, students will be able to:</p> <p>Demonstrate various levels of comprehension including:</p> <ul style="list-style-type: none">• Recall• Application• Analysis• Synthesis <p>Scanning of a poetic work</p> <p>Evaluate and respond critically to fiction, nonfiction, drama, poetry and analyze the effectiveness of the literary devices used by authors in those types of literature.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments.</p> <p>Remediation: Qualification for remediation is per school policy Retesting Independent Research Alternative evaluation Teacher assistance</p>

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Standard And Strand 1.4 Types of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Write short stories, poems and plays that include: varying organizational methods; relevant illustrations; dialogue; a literary conflict; literary elements and literary devices.</p> <p>_____ Write multi-page informational pieces such as descriptions, letters, reports, instructions, essays, newspaper articles, and interviews that include: a problem and solution when appropriate to the topic; appropriate language and details; cause and effect; relevant graphics such as graphs, illustrations, photographs, and tables; and use of primary and secondary sources.</p>	<p>During this unit of study, students will be able to:</p> <p>Effectively communicate using various forms of written discourse, including, but not limited to the following:</p> <ul style="list-style-type: none">• Informative• Narrative• Persuasive• Descriptive	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Write persuasive pieces that: include a clearly stated position or opinion; include convincing, elaborated and properly cited evidence; develop reader's interest; anticipate and counter reader concerns and arguments, and utilize a single method to advance the argument or position.</p> <p>_____ Maintain a written record of activities, course work, experience, honors and interests.</p> <p>_____ Write a multi-page, personal narrative, including: clear, chronological sequence and specific and narrative details.</p>		<p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p>

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Standard And Strand 1.5 Quality of Writing

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>__ Write with a sharp, distinct focus: identify topic, task and audience; experiment with various points of view.</p> <p>__ Write using well-developed content appropriate for the topic: gather, determine validity and reliability of, consider and organize information; employ the most effective format for purpose and audience; write fully-developed paragraphs that have details and information specific to the topic and relevant to the focus.</p> <p>__ Write with controlled and/or subtle organization: sustain a logical order within sentences and between paragraphs using meaningful transitions; develop an introduction which engages the audience while establishing topic and purpose; restate the topic and purpose in the conclusion.</p>	<p>Write with a clear unified focus.</p> <p>Write with logical development of content.</p> <p>Write with coherency for organization and readability.</p> <p>Write with effective style.</p> <p>Write with mastery of grammatical conventions.</p> <p>Proofread and edit written works for all of the above.</p>	<p>Writing assignments</p> <p>Student and teacher proofreading and editing</p> <p>Revision exercises</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Media study</p> <p>Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>___ Write by using stylistic aspects of composition: use different types and lengths of sentences; establish appropriate tone and voice through the use of precise language.</p> <p>___ Revise writing while reflecting on the logic of organization, central idea, content, paragraph development, level of detail, style, tone and word choice and clarifying purpose, audience and genre.</p> <p>___ Edit writing, using the conventions of language: spell all words correctly; use capital letters correctly; punctuate correctly (period, exclamation points, question marks, commas, quotation marks, apostrophes, colons, semicolons, parentheses and hyphens); use nouns, pronouns, verbs, adjectives, adverbs, conjunctions, prepositions and interjections properly; use complete sentences.</p> <p>___ Present and/or defend written work for publication when appropriate.</p>		

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Standard And Strand 1.6 Speaking and Listening

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>___ Listen to others: ask clarifying questions; analyze information, ideas and opinions to determine relevancy; take notes when needed.</p> <p>___ Listen to selections of literature ; relate them to previous knowledge; identify conflicts and predict resolutions; summarize events and explain the significant points; identify and define new words and concepts; analyze the selections.</p> <p>___ Speak, using skills appropriate to formal speech situations; use a variety of sentence structures; adjust pace according to purpose and audience; adjust volume, content and style for different audiences.</p>	<p>During this unit of study, students will be able to:</p> <p>Respectfully listen and make pertinent comments germane to classroom discussions.</p> <p>Respond through appropriate questioning to the presented material.</p> <p>Demonstrate sensitivity to divergent ideas, religions, philosophies, etc.</p> <p>Prepare speeches/presentations that exhibit organization, clarity, research, sense of audience, full and logical development of content and effective communication skills.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Oral presentation(s)</p> <p>Frequent oral and independent reading</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments.</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>___ Contribute to discussions: ask relevant, probing questions to gain information, clarify thinking, and understand others; respond to questions asked with relevant information, ideas or opinions listen to and acknowledge the contributions of others; adjust tone and involvement to encourage equitable participation; clarify, explain by example, or enhance responses when asked; support opinions with relevant evidence; paraphrase and summarize when necessary.</p> <p>___ Participate in small/large group discussions/presentations; initiate everyday conversation; select a topic and present an oral reading; conduct interviews as part of the research process; plan and participate in informal debates; analyze group discussions.</p> <p>___ Use media for learning purposes; analyze the validity of information received through different media sources; critique the role of media in advertising; create an effective multi-media presentation for display or transmission that demonstrates an understanding of a specific topic or use.</p>		<p>Remediation: Qualification for remediation is per school policy Retesting Alternative evaluation Teacher assistance</p> <p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p>

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Standard And Strand 1.7 Characteristics and Functions of the English Language

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Explain the origins and meanings of common, learned and foreign words used frequently in English language.</p> <p>_____ Evaluate speech, writing, and literature to determine its conformity to standard American English.</p> <p>_____ Explain new words that have been added to the English language over time.</p>	<p>During this unit of study students will be able to:</p> <p>Explain the function of formal and informal language and the effects on the work.</p> <p>Evaluate the English language for cultural, religious, and ethnic influences.</p> <p>Realize the continual emergence of the English language.</p>	<p>Writing assignments</p> <p>Formative and summative quizzes and tests.</p> <p>Frequent oral and independent reading</p> <p>Written and oral explanation of language usage and development.</p> <p>Completion of assigned tasks</p> <p>Ongoing teacher assessments.</p> <p>Remediation:</p> <p>Qualification for remediation is per school policy</p> <p>Retesting</p> <p>Alternative evaluation</p> <p>Teacher assistance</p> <p>Enrichment:</p> <p>Additional/alternative reading and writing</p> <p>Independent research</p> <p>Class presentations</p> <p>Technology integration</p> <p>Media study</p> <p>Guest speakers/community resources</p>

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Standard And Strand 1.8 Research

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Select and refine a topic for research.</p> <p>_____ Locate information using appropriate sources/strategies: determine valid resources for researching the topic, including primary and secondary sources; evaluate the importance and quality of the sources; select essential sources (e.g., dictionaries, encyclopedias, other reference materials, interviews, observations, and computer databases); use table of contents, indices, keywords, cross-references, and appendices; use traditional and electronic search tools.</p>	<p>Select, refine and narrow a topic for research.</p> <p>Utilize various sources and media to obtain relevant information.</p> <p>Develop a coherent thesis with relevant data to reinforce the main idea.</p> <p>Appropriately document information.</p>	<p>Present appropriate hard copy research.</p> <p>Develop a written work with MLA documentation</p> <p>Remediation: Qualification for remediation is per school policy Retesting Alternative evaluation Teacher assistance</p> <p>Enrichment: Additional/alternative reading and writing Independent research Class presentations Media study Guest speakers/community resources</p>

OBJECTIVES	PERFORMANCE INDICATORS	ASSESSMENTS (Variety as per Section 4.52, Chapter 4)
<p>_____ Organize, summarize and present the main idea from research; take notes relevant to the research topic; develop a thesis statement based on the research; anticipate the needs of your audience; give precise, formal credit for others' ideas, images or information using a standard method of documentation; use formatting techniques (e.g., headings, graphics) to aid reader understanding; identify steps necessary to carry out a research project.</p>		