

Grade Ten Language Arts Curriculum

Unit of Study: Reading

Curriculum Standards	Learner Outcomes
<p>Uses the general skills and strategies of the reading process.</p>	<ul style="list-style-type: none"> • Uses context to understand figurative, idiomatic, and technical meanings of terms. • Extends general and specialized reading vocabulary Uses a range of automatic monitoring and self-correction methods • Understands writing techniques used to influence the reader and accomplish an author’s purpose. • Understands influences on a reader's response to a text. • Understands the philosophical assumptions and basic beliefs underlying an author's work
<p>Uses reading skills and strategies to understand and interpret a variety of literary texts.</p>	<ul style="list-style-type: none"> • Uses reading skills and strategies to understand a variety of literary texts • Knows the defining characteristics of a variety of literary forms and genres • Analyzes the use of complex elements of plot in specific literary works. • Analyzes the simple and complex actions between main and subordinate characters in literary works containing complex character structures. • Knows archetypes and symbols • Understands how themes are used across literary works and genres. • Understands the effects of author's style and complex literary devices and techniques on the overall quality of a work • Understands relationships between literature and its historical period, culture, and society • Makes connections between his or her own life and the characters, events, motives, and causes of conflict in texts. • Uses language and perspectives of literary criticism to evaluate literary works.
<p>Uses reading skills and strategies to understand and interpret a variety of informational texts.</p>	<ul style="list-style-type: none"> • Uses reading skills and strategies to understand a variety of informational texts. • Knows the defining characteristics of a variety of informational texts. • Summarizes and paraphrases complex, implicit hierarchic structures in informational texts, including the relationships among the concepts and details in those structures. • Uses a variety of criteria to evaluate the clarity and accuracy of information. • Uses text features and elements to support inferences and generalizations about information.

Unit of Study: Writing

Curriculum Standards	Learner Outcomes
Uses the general skills and strategies of the writing process.	<ul style="list-style-type: none">• Prewriting: Uses a variety of prewriting strategies.• Drafting and Revising: Uses a variety of strategies to draft and revise written work.• Editing and Publishing: Uses a variety of strategies to edit and publish written work.• Evaluates own and others' writing.• Uses strategies to address writing to different audiences.• Uses strategies to adapt writing for different purposes.• Writes expository compositions.• Writes fictional, biographical, autobiographical, and observational narrative compositions.• Writes persuasive compositions that address problems/solutions or causes/effects.• Writes descriptive compositions.• Writes reflective compositions.• Writes in response to literature.
Uses the stylistic and rhetorical aspects of writing.	<ul style="list-style-type: none">• Uses precise and descriptive language that clarifies and enhances ideas and supports different purposes• Uses paragraph form in writing• Uses a variety of sentence structures and lengths.• Uses a variety of transitional devices• Uses a variety of techniques to provide supporting detail.• Organizes ideas to achieve cohesion in writing.• Uses a variety of techniques to convey personal style and voice.
Uses grammatical and mechanical conventions in written compositions.	<ul style="list-style-type: none">• Uses pronouns in written compositions.• Uses nouns in written compositions.• Uses verbs in written compositions.• Uses adjectives in written compositions.• Uses adverbs in written compositions.• Uses conjunctions in written compositions.• Uses conventions of spelling in written compositions.• Uses conventions of capitalization in written compositions.• Uses conventions of punctuation in written compositions.• Uses commonly confused terms in written compositions.• Uses standard format in written compositions.
Gathers and uses information for research purposes.	<ul style="list-style-type: none">• Uses appropriate research methodology.• Uses a variety of print and electronic sources to gather information for research topics.• Uses a variety of primary sources to gather information for research topics.• Uses a variety of criteria to evaluate the validity and reliability of primary and secondary source information.

	<ul style="list-style-type: none"> • Synthesizes information from multiple research studies to draw conclusions that go beyond those found in any of the individual studies. • Uses systematic strategies to organize and record information. • Scans a passage to determine whether it contains relevant information. • Use standard format and methodology for documenting reference sources.
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Unit of Study: Listening and Speaking

Curriculum Standards	Learner Outcomes
Uses listening and speaking strategies for different purposes.	<ul style="list-style-type: none"> • Uses criteria to evaluate own and others' effectiveness in group discussions and formal presentations. • Asks questions as a way to broaden and enrich classroom discussions. • Uses a variety of strategies to enhance listening comprehension • Adjusts message wording and delivery to particular audiences and for particular purposes. • Makes formal presentations to the class.. • Makes multimedia presentations using text, images, and sound. • Uses a variety of verbal and nonverbal techniques for presentations and demonstrates poise and self-control while presenting. • Responds to questions and feedback about own presentations. • Understands influences on language use. • Understands how style and content of spoken language varies in different contexts and how this influences interpretation of these texts.

Language Arts Resources

Novel Sets	Anthology / Texts	DVD's / CD's	Technology Integration
<i>The Hobbit</i> <i>Fahrenheit 451</i> <i>Nectar in a Sieve</i> <i>Monsoon Country</i> <i>Hiroshima</i> <i>Twelve Angry Men</i> <i>Julius Caesar</i>	<i>Literature</i> McDougal Littell <i>Traditions in Literature</i> Scott Foresman.	Julius Caesar	