

**English 10 Curriculum Guide Template
Lunenburg County Public Schools
June 2014**

Marking Period: 1

Days: 5 (Repeat at least once each marking period)

Reporting Category/Strand: Communication

SOL 10.1	The student will participate in, collaborate in, and report on small-group learning activities. <ul style="list-style-type: none">a) Assume responsibility for specific group tasks.b) Collaborate in the preparation or summary of the group activity.c) Include all group members in oral presentation.d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.g) Access, critically evaluate, and use information accurately to solve problems.h) Evaluate one's own role in preparation and delivery of oral reports.i) Use a variety of strategies to listen actively.j) Analyze and interpret other's presentations.k) Evaluate effectiveness of group process in preparation and delivery of oral reports.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to <ul style="list-style-type: none">● assume shared responsibility for collaborative work.● collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.● respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.● demonstrate active listening through use of appropriate facial expressions, posture, and gestures.● engage others in a conversation by posing and responding to questions in a group situation.● exercise flexibility and willingness in making compromises to accomplish a common goal.

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	<ul style="list-style-type: none"> • use grammatically correct language. <p>Essential Understandings All students should understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.</p>
Essential Questions	How does composition impact both oral and written communication? How can oral composition drive written communication?
Primary Resources	<i>Prentice Hall Literature Grade 10</i> Units 1, 2, 4, 6; Tips for Group Speaking Communication Behaviors for Effective Group Work
Essential Vocabulary	

Marking Period: 1

Days: 3 Introduce in #1 and repeat for marking periods 2 and 3)

Reporting Category/Strand: Communication

SOL 10.2	<ul style="list-style-type: none"> a) Use media, visual literacy, and technology skills to create products. b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. c) Determine the author's purpose and intended effect on the audience for media messages. d) Identify the tools and techniques used to achieve the intended focus.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> • identify and analyze the sources and viewpoint of publications.

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	<ul style="list-style-type: none"> ● analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). ● determine author’s purpose, factual content, opinion, and/or possible bias as presented in media messages. <p>Essential Understandings</p> <p>All students should</p> <ul style="list-style-type: none"> ● recognize that media messages express a viewpoint and contain values. ● understand that there is a relationship between the author’s intent, the factual content, and opinion expressed in media messages. ● understand the purposeful use of persuasive language and word connotations convey viewpoint and bias.
Essential Questions	<p>How can media be most effectively used as a propaganda tool?</p> <p>How does media effect societal values?</p> <p>How does media affect appropriate and inappropriate language usage in the public forum?</p>
Primary Resources	<p>Prentice Hall Literature Grade 10 Unit 1 ,2, 6; M</p> <p>Media Messages Lesson Plan</p> <p>Word Connotations</p> <p>Fact versus Opinion video</p>
Essential Vocabulary	

Marking Period: 1

Days: 30 (Build into all three marking periods)

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Reporting Category/Strand: Reading

SOL 10.3	<p>The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <ul style="list-style-type: none">a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates 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) Identify the meaning of common idioms.e) Identify literary and classical allusions and figurative language in text.f) Extend general and specialized vocabulary through speaking, reading, and writing.g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">● use roots or affixes to determine or clarify the meaning of words.● demonstrate an understanding of idioms.● use prior reading knowledge and other study to identify the meaning of literary and classical allusions.● interpret figures of speech (e.g., <i>euphemism</i>, <i>oxymoron</i>) in context and analyze their role in the text.● analyze connotations of words with similar denotations.● use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.● identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive</i>, <i>conception</i>, <i>conceivable</i>).● consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.● demonstrate understanding of figurative language, word relationships, and connotations in word meanings.

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	<p>Essential Understandings</p> <p>All students should</p> <ul style="list-style-type: none"> ● use word structure to analyze and relate words. ● recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning. ● recognize that figurative language enriches text
Essential Questions	<p>How can etymology expand vocabulary retention and impact language usage? What effect on language clarity can be attributed to figurative language?</p>
Primary Resources	<p><i>Prentice Hall Literature Grade 10 Unit 5</i> Affixes Prefixes & Suffixes Worksheets Root Words Literary Terms Dictionary</p>
Essential Vocabulary	

Marking Period: 1

Days: 30 (Introduce in #1 and revisit each of the remaining marking periods)

Reporting Category/Strand: Reading

SOL 10.4	<p>The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>a) Identify main and supporting ideas.</p>
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- b) Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.
- c) Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.
- d) Analyze the cultural or social function of literature.
- e) Identify universal themes prevalent in the literature of different cultures.
- f) Examine a literary selection from several critical perspectives.
- g) Explain the influence of historical context on the form, style, and point of view of a literary text.
- h) Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
- i) Compare and contrast literature from different cultures and eras.
- j) Distinguish between a critique and a summary.
- k) Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other 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.

**Essential
Knowledge/Skills/Understandings**

To be successful with this standard, students are expected to

- construct meaning from text by making connections between what they already know and the new information they read.
- use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.
- compare and contrast a variety of literary works from different cultures and eras, including:
 - short stories;
 - poems;
 - plays;
 - novels;
 - essays; and
 - narrative nonfiction.

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- explain similarities and differences among literary genres from different cultures, such as:
 - °haikus;
 - °sonnets;
 - °fables;
 - °myths;
 - °novels;
 - °graphic novels; and
 - °short stories.
- analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).
- analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot.
- identify universal themes, such as:
 - ° struggle with nature;
 - ° survival of the fittest;
 - ° coming of age;
 - ° power of love;
 - ° loss of innocence;
 - ° struggle with self;
 - ° disillusionment with life;
 - ° the effects of progress;
 - ° power of nature;
 - ° alienation and isolation;
 - ° honoring the historical past;
 - ° good overcoming evil;
 - ° tolerance of the atypical;
 - ° the great journey;
 - ° noble sacrifice;
 - ° the great battle;
 - ° love and friendship; and
 - ° revenge.
- analyze works of literature for historical information about the period in which they were written.
- describe common archetypes that pervade literature, such as the:

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- hero/heroine;
- trickster;
- faithful companion;
 - outsider/outcast;
 - rugged individualist;
 - shrew;
 - innocent;
 - villain;
 - caretaker;
 - Earth mother;
 - rebel;
 - misfit;
 - mother/father figure;
 - monster/villain;
 - scapegoat; and
 - lonely orphan.

- examine a literary selection from several different critical perspectives.
- analyze a particular point of view or cultural experience reflected in a literary work.
- analyze the representation of a subject or a key scene in two different media.
- compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions.
- interpret and paraphrase the meanings of selected poems.
- analyze the use of dialogue, special effects, music, and set to interpret characters.
- identify and describe dramatic conventions.

Essential Understandings

All students should

- understand that poets use techniques to evoke emotion in the reader.
- understand that literature is universal and influenced by different cultures and eras.
- analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone).

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	<ul style="list-style-type: none"> ● analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement). ● evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play. ● understand rhyme, rhythm, and sound elements. ● understand techniques poets use to evoke emotion in the reader. ● demonstrate understanding of selected poems.
<p>Essential Questions</p>	<p>How are heroes determined in different cultures and time periods? Why are archetypal heroes essential to the universal concept of humanity? How is humanity defined? What does it mean to be “inhuman”? How does point of view define culture, history, and literature? Can progress be made without conflict?</p>
<p>Primary Resources</p>	<p><i>Prentice Hall Literature Grade 10</i> Units 4, 5; Shakespeare's Sonnets William Shakespeare Shakespeare Resources Shakespeare Globe Theatre Writing a Poetry Analysis Musical Devices in Poetry Shakespeare Webquest Rhythm and Meter English Romanticism Autobiographical Writing Arthur Legend Arthur's Knights Robin Hood</p>

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Essential Vocabulary	
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Marking Period: 1
Days: 10
Reporting Category/Strand: Reading

SOL 10.5	<p>The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ol style="list-style-type: none"> a) Identify text organization and structure. b) Recognize an author’s intended audience and purpose for writing. c) Skim manuals or informational sources to locate information. d) Compare and contrast informational texts. 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) Use reading strategies throughout the reading process to monitor comprehension.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● identify the different formats and purposes of informational and technical texts. ● analyze how authors use rhetoric to advance their point of view. ● identify the main idea(s) in informational text. ● identify essential details in complex informational passages. ● locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. ● interpret and understand information presented in maps, charts, timelines, tables, and diagrams,

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	<ul style="list-style-type: none"> ● make inferences and draw conclusions from informational text. ● synthesize information across multiple informational texts. <p>Essential Understandings</p> <p>All students should</p> <ul style="list-style-type: none"> ● understand that background knowledge may be necessary to understand handbooks and manuals. ● know that informational and technical writing is often non-linear, fragmented, and graphic-supported. ● understand how format and style in informational text differ from those in narrative and expository texts. ● understand reading strategies and in particular, how they are used to locate specific information in informational text.
Essential Questions	<p>What kind/s of knowledge changes people's lives? How does a person differentiate between fact and fiction? What purpose does communication serve?</p>
Primary Resources	<p><i>Prentice Hall Literature</i> Grade 10 –any unit Writing a Definition Essay Writing Process Stages of Writing Process Sheet</p>
Essential Vocabulary	

Marking Period: 1

Days: 4 (introduce and revisit each marking period)

Reporting Category/Strand: Writing

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SOL 10.6	a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. b) Synthesize information to support the thesis. c) Elaborate ideas clearly through word choice and vivid description. d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence. e) Organize ideas into a logical sequence using transitions. f) Revise writing for clarity of content, accuracy, and depth of information. g) Use computer technology to plan, draft, revise, edit, and publish writing.
Essential Knowledge/Skills/Understandings	To be successful with this standard, students are expected to <ul style="list-style-type: none">● write expository texts that:<ul style="list-style-type: none">◦ explain a process;◦ compare and contrast ideas;◦ show cause and effect;◦ enumerate details; or◦ define ideas and concepts.● develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.● write persuasively and analytically on a variety of literary and nonliterary subjects.● develop writing that analyzes complex issues.● plan and organize their ideas for writing.● state a thesis and support it.● elaborate ideas in order to provide support for the thesis.● use visual and sensory language as needed for effect.● vary sentence structures for effect.● identify and apply features of the writing domains, including<ul style="list-style-type: none">◦ effective organization;◦ clear structure;◦ sentence variety;◦ unity and coherence;◦ tone and voice;◦ effective word choice;

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- clear purpose;
- appropriate mechanics and usage; and
- accurate and valuable information.
- develop ideas deductively and inductively and organize ideas into a logical sequence, applying effective organizational patterns/techniques, such as:
 - comparison/contrast;
 - chronological order;
 - spatial layout;
 - cause and effect;
 - definition;
 - order of importance;
 - explanation;
 - generalization;
 - classification;
 - enumeration; and
 - problem/solution.
- evaluate analytical writing by examining and understanding how individual parts of the text relate to the whole, including the writing's purpose and structure.
- revise writing for clarity of content and presentation.
- use peer- and self-evaluation to review and revise writing.
- use computer technology to assist in the writing process.

Essential Understandings

All students should

- understand that writing is a process.
- understand expository and analytical texts and develop products that reflect that understanding.
- understand effective organizational patterns.

Essential Questions

When is it appropriate for a persuasive writer/speaker to cross purposes?
How can a writer use structured language concepts to promote creative ideas?

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	What purpose does communication serve?
Primary Resources	<i>Prentice Hall Literature Grade 10 Unit 1</i> Writing Process Chart Basic Punctuation Rules Active and Passive Voice Concise Sentences:Voice
Essential Vocabulary	

Marking Period: 1

Days: 5 (Introduce and build each marking period)

Reporting Category/Strand: Writing

SOL 10.7	<p>The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <ol style="list-style-type: none"> a) Distinguish between active and passive voice. b) Apply rules governing use of the colon. c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. d) Differentiate between in-text citations and works cited on the bibliography page. e) Analyze the writing of others. f) Describe how the author accomplishes the intended purpose of a piece of writing. g) Suggest how writing might be improved. h) Proofread and edit final product for intended audience and purpose.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none"> ● distinguish between active voice and passive voice to convey a desired effect. ● know and apply the rules for the use of a colon: <ul style="list-style-type: none"> ◦ before a list of items;

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	<ul style="list-style-type: none"> ◦ before a long, formal statement or quotation; and ◦ after the salutation of a business letter. <ul style="list-style-type: none"> ● use direct quotations in their writing, applying MLA or APA style for punctuation and formatting. ● use peer- and self-evaluation to edit writing. ● proofread and prepare final product for intended audience and purpose. ● correct grammatical or usage errors. <p>Essential Understandings</p> <p>All students should</p> <ul style="list-style-type: none"> ● understand that active voice means that the subject of a verb <i>performs</i> the action and passive voice means that the subject of a verb <i>receives</i> the action. ● use colons according to rules governing their use. ● understand how writers use organization and details to communicate their purposes
Essential Questions	<p>How does the writer determine appropriate use of voice? How does punctuation affect communication of purpose?</p>
Primary Resources	<p><i>Prentice Hall Literature Grade 10</i> Unit 1, 2,4 Verbs voice Punctuation Commas Punctuation Rules</p>
Essential Vocabulary	

Marking Period: 1

Days: 3 (Introduce in mp 1 and repeat mp2 and mp3)

Reporting Category/Strand: Research

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SOL 10.8	<ol style="list-style-type: none">a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.b) Develop the central idea or focus.c) Verify the accuracy, validity, and usefulness of information.d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.e) 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).f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.
Essential Knowledge/Skills/Understandings	<p>To be successful with this standard, students are expected to</p> <ul style="list-style-type: none">● use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.● organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.● use organizational patterns/techniques, such as:<ul style="list-style-type: none">◦ comparison/contrast;◦ chronological order;◦ spatial layout;◦ cause and effect;◦ definition;◦ order of importance;◦ explanation;◦ enumeration; and◦ problem/solution.● evaluate sources for their credibility, reliability, strengths, and limitations.● demonstrate ability to distinguish between reliable and unreliable sources.● distinguish one's own ideas from information created or discovered by others.

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	<ul style="list-style-type: none">● cite primary and secondary sources of information, using the MLA or APA method of documentation for in-text citations and works-cited pages.● avoid plagiarism by:<ul style="list-style-type: none">◦ understanding that <i>plagiarism</i> is an act of presenting someone else's ideas as one's own;◦ citing correctly sources to give credit to the author of an original work;◦ recognizing that sources of information must be cited even when the information has been paraphrased; and◦ using quotation marks when someone else's exact words are quoted. <p>Essential Understandings</p> <p>All students should</p> <ul style="list-style-type: none">● understand the steps involved in organizing information gathered from research.● verify the accuracy and usefulness of information.● understand the appropriate format for citing sources of information.● understand that using standard methods of documentation is one way to protect the intellectual property of writers.
Essential Questions	How does a writer decipher fact from opinion in a primary source? How should a writer determine credibility, reliability, strengths, and limitations of sources?
Primary Resources	<i>Prentice Hall Literature Grade 10 Unit 6</i> OWL Citations
Essential Vocabulary	