

Curriculum on a Page Grade 10 - First Quarter

LRSD Curriculum is outlined for teachers in detailed curriculum maps. This document is an overview of the curriculum to which all students in the LRSD have access with appropriate modifications, support, enrichment and remediation when needed. As a rule, teachers may add to but not subtract from this curriculum.

The reading and writing, speaking and listening, and research in the secondary curriculum are integrated.



Reading Selections:

Students will read the following genres: **Novel:** *I Know Why the Caged Bird Sings*, by M. Angelou and/or *Night*, by E. Wiesel; **Short Stories:** Selected pieces from literature book, selected children's picture books; **Poetry:** Selected poetry from lit book; **Non-fiction:** "The Child's View of Working Parents", "What Price Glory", "Deprived of Parent Time", "Taste-The Final Frontier", "An Ancient Enemy Gets Tougher", other selected articles from lit book.



Discussion Themes:

Students will discuss characteristics of literary genres (novel, poetry, short story and content non-fiction; voice and choice of narrator's impact upon story; literary devices in poetry; comparison of themes and discussion of universal theme via Socratic Seminar; author's bias, implicit and explicit beliefs in non-fiction; author's purpose using Paired Reading strategy; locating information in texts.



Writing: As they read and discuss, students will write the following pieces:

Pictograph representation of selected elements of text from novel

Use classification organizer to discuss genres

✓ Expository essay in 3-pt. form analyzing use of figurative language

✓ Compare and contrast analysis of universal themes in novel using graphic organizer

Paraphrase and summarize information from articles

Compare contrast two selected nonfiction articles using graphic organizer

✓ Biographical narrative based on family member

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are summarizing; paraphrasing; using figurative language in personal writing; purpose, mode and structure of non-fiction; biographical writing; thesis construction; appropriate style and tone for support of thesis; using textual evidence in writing; self-editing and revising; subject-verb agreement; pronoun- antecedent and case. **All students maintain a writing portfolio, which follows students from 6th grade to graduation. These portfolio pieces are indicated with ✓ above.**

Vocabulary Skills: Vocabulary is taught in four ways: Academic vocabulary terms specific to literacy; specified and as needed contextual vocabulary from reading; study of Greek and Latin root words and affixes; and whenever clarity is needed. Students are taught using a variety of strategies that allow them to use the terms, recognize the new words in context, and demonstrate mastery in daily work. Word walls are tools for building vocabulary in each classroom.