

Curriculum on a Page Grade 10 - Second 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: **Novels:** *Their Eyes Were Watching God*, by Z.N. Hurston and *Of Mice and Men*, by J. Steinbeck; **Non-fiction:** "If Decency Doesn't, Law Should Make Us Samaritans", "Good Samaritans USA Are Afraid to Act", "The War Escalates", "Declaration of Independence from the War in Vietnam" all from the literature book.



Discussion Themes:

Students will discuss analogies including complex metaphors and inferences; theme as revealed through elements of novel; elements of argumentation; summaries of non-fiction articles; cause and effect relationship; locating specific detail in text; analyzing effectiveness of text features using Socratic Seminar.



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

Analyze analogies using an organizer

✓ Thesis and literacy analysis on theme in novel

Analyze elements of argumentation using Argumentation Frame

✓ Expository essay that defines argumentation from analysis of non-fiction work

Summaries of selected non-fiction articles

Trace and analyze cause and effect relationships within novel

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are summarizing; thesis development; literary analysis; expository essay writing; analysis of non-fiction texts; appropriate pre-writing strategies; using appropriate textual evidence in writing; self-editing and revising; verb conjugation and tense; complete and varied sentences; use of clauses; consistent voice, vivid word choice, parallel structure; sentence combining. **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.