

Curriculum on a Page Grade 10 - Third 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: **Legend:** King Arthur and the Knights of the Round Table, "The Sword and the Stone", "The Tale of Sir Launcelot du Lake". "Theseus". **Non-Fiction:** literary criticism of Medieval Period and legends; **Research:** Internet and other appropriate sources for research on literature for a specific period, author, or type.



Discussion Themes:

Students will discuss characteristics of legends; universal themes presented in Legends of King Arthur; diction and figurative language in legends; similarities and differences in two literary criticism articles; the formal research process.



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

Non-linguistic Representation for new words and terminology

Comparison matrix to evaluate characteristics of legends

✓ Character analysis using Legends of King Arthur or other text from tenth grade

Annotated Bibliography of four articles

Graphic organizer to identify similarities/differences in 2 literary articles

✓ Formal Research Paper literary analysis including literary criticism in MLA style

Writing Conventions: Specifically taught this quarter and integrated with previously taught skills are annotated bibliography; outlining, mapping and diagramming to compare and contrast; MLA style formal writing; appropriate pre-writing for research; developing coherent thesis; use of technology in writing; self-editing and revising; correct pronoun usage; use of consistent voice in writing; correction of misplaced modifiers; use of appropriate literary devices in writing; use of appropriate use of transitional words and phrases. **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.