

# Curriculum on a Page Grade 10 - Fourth 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: **Drama:** *The Tragedy of Julius Caesar*, by W. Shakespeare. **Political Speeches:** "I've Been to the Mountain Top", by M.L. King, Jr.; "Democratic Convention Speech, 2008", by H. Clinton; "Lecture: A Latina Judge's Voice", by S. Sotomayer; "Ain't I A Woman?", by Sojourner Truth, "Inaugural 2009", by B. Obama; "Inaugural 1961", by J. Kennedy.



## Discussion Themes:

Students will discuss the influence of archaic vocabulary; Shakespeare's use of puns; *Julius Caesar* as a foundational work of Western Literature; characteristics of drama; classical tragedy and its elements; the "true hero" of *Julius Caesar*; comparison of different forms of drama; significance and structure of political speeches; rhetorical strategies; effectiveness of an author's argument in speeches; comparison of speeches from *Julius Caesar*. Students will perform selected scenes and speeches for interpretation.



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

✓ Analysis of *Julius Caesar's* importance to Western Literature

✓ Persuasive essay to identify and defend choice of true hero in play

Comparison of two forms of drama using tragedy as one

Develop a hypothesis about an issue from political speech

Graphic organizer to evaluate effectiveness of author's argument in political speech

✓ Expository essay comparing the effectiveness of rhetorical appeals in 2 selected speeches using Venn Diagram as pre-writing strategy

**Writing Conventions:** Specifically taught this quarter and integrated with previously taught skills are persuasive mode of writing; rhetorical strategies; expository writing mode; vivid word choice; use of appropriate literary devices; use of parallel structure; use of sentence combining in revision of writing. **All students maintain a writing portfolio, which follows students from 6<sup>th</sup> 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.