

HAVERHILL PUBLIC SCHOOLS
Grade 10 English Language Arts Curriculum Map

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER
Teaching to Language Standards: [2.5, 3.14, 4.23, 4.25, 5.26, 6.8] Text: Prentice Hall <i>Writing and Grammar</i> Review of Parts of Speech/Sentence Parts Chapter 16: Nouns, Pronouns, Verbs Chapter 17: Adjectives and Adverbs Chapter 18: Prepositions, Conjunctions, and Interjections Chapter 19: Basic Sentence Parts Additional Resources: <ul style="list-style-type: none"> Prentice Hall <i>Daily Language Transparencies</i> <i>Writer's Craft</i> 	Teaching to Language Standards: [2.5, 3.14, 4.23, 4.25, 5.23, 5.24, 5.25, 5.26, 6.8] Text: Prentice Hall <i>Writing and Grammar</i> Discuss Phrases and Clauses and Effective Sentences Chapter 20: Phrases and Clauses Chapter 21: Effective Sentences Additional Resources: <ul style="list-style-type: none"> Prentice Hall <i>Daily Language Transparencies</i> <i>Writer's Craft</i> 	Teaching to Language Standards: [2.5, 3.14, 4.23, 4.25, 5.28, 6.8] Text: Prentice Hall <i>Writing and Grammar</i> Review Verb Usage/Pronoun Usage and Agreement Chapter 22: Verb Usage Chapter 23: Pronoun Usage Chapter 24: Agreement Additional Resources: <ul style="list-style-type: none"> Prentice Hall <i>Daily Language Transparencies</i> <i>Writer's Craft</i> 	Teaching to Language Standards: [1.5, 2.5, 3.14, 3.16, 4.23, 4.24, 6.9, 5.28] Text: Prentice Hall <i>Writing and Grammar</i> Common Usage Errors and Review Capitalization and Punctuation Chapter 26: Miscellaneous Problems in Usage Chapter 27: Capitalization Chapter 28: Punctuation Additional Resources: <ul style="list-style-type: none"> Prentice Hall <i>Daily Language Transparencies</i> <i>Writer's Craft</i>
Language Adaptations/ Accommodations <ul style="list-style-type: none"> <i>Heath Grammar and Composition</i> Pacemaker Basic English 	Language Adaptations/ Accommodations <ul style="list-style-type: none"> <i>Heath Grammar and Composition</i> Pacemaker Basic English 	Language Adaptations/ Accommodations <ul style="list-style-type: none"> <i>Heath Grammar and Composition</i> Pacemaker Basic English 	Language Adaptations/ Accommodations <ul style="list-style-type: none"> <i>Heath Grammar and Composition</i> Pacemaker Basic English
Weekly Vocabulary Lessons: <ul style="list-style-type: none"> Prentice Hall, <i>Vocabulary Workshop</i>, <i>Sadlier-Oxford E or Vocabulit J</i> <i>MCAS glossary or SAT</i> 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> Prentice Hall, <i>Vocabulary Workshop</i>, <i>Sadlier-Oxford E or Vocabulit J</i> <i>MCAS glossary or SAT</i> 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> Prentice Hall, <i>Vocabulary Workshop</i>, <i>Sadlier-Oxford E or Vocabulit J</i> <i>MCAS glossary or SAT</i> 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> Prentice Hall, <i>Vocabulary Workshop</i>, <i>Sadlier-Oxford E or Vocabulit J</i> <i>MCAS glossary or SAT</i>
Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> <i>Reader's Notebook Adapted Version p. 398, VI-V56</i> 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> <i>Reader's Notebook Adapted Version p. 398, VI-V56</i> 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> <i>Reader's Notebook Adapted Version p. 398, VI-V56</i> 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> <i>Reader's Notebook Adapted Version p. 398, VI-V56</i>
Teaching Reading and Literature Standards: [10.2, 12.5, 15.7, 10.2, 11.5, 8.29, 8.31] Literature Text: Prentice Hall, 10	Teaching Reading and Literature Standards: [8.29, 8.31, 10.5, 12.5, 11.5, 15.7] Literature Text: Prentice Hall, 10	Teaching Reading and Literature Standards: [8.31, 13.24, 13.25, 15.7, 15.8] Literature Text: Prentice Hall, 10	Teaching Reading and Literature Standards: [13.24, 15.5, 17.8] Literature Text: Prentice Hall, 10

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<p>Unit 1: Fiction and Nonfiction</p> <ul style="list-style-type: none"> • Introduction of Fiction and Nonfiction pp. 2-3 • Elements of Fiction • Types of Fiction • Elements of Nonfiction • Purposes of Nonfiction pp. 4 – 5 • Plot Diagram p. 30 <p>Core Reading: Unit Intro:</p> <ul style="list-style-type: none"> • “Magdalena Looking” • “Artful Research” <p>Choose from the following options:</p> <ul style="list-style-type: none"> • “The Leap” or “The Monkey’s Paw” • from <i>I Know Why the Caged Bird Sings</i> or from <i>Swimming to Antarctica</i> • “Contents of the Dead Man’s Pockets” or “Games at Twilight” • “Making History with Vitamin C” or “The Marginal World” <p>Additional Resources:</p> <ul style="list-style-type: none"> • Teaching Resources Unit 1 • Graphic Organizer Transparencies for above selections • <i>African American Literature</i> • <i>Latino Literature</i> • <i>African American Voices</i> 	<p>Unit 2: Short Stories</p> <ul style="list-style-type: none"> • Introduction of the Short Story pp. 200-201 • Elements of Short Stories • Conflict, Character, Setting, Theme, Allegory, Symbolism, Irony, Paradox p.202 <p>Core Reading: Unit Intro:</p> <ul style="list-style-type: none"> • “The Threads of Time” <p>Choose from the following options:</p> <ul style="list-style-type: none"> • “A Visit to Grandmother’s” or “A Problem” • “The Streets of the Canon” or “There Will Come Soft Rains” • “How Much land Does a Man Need” or “Civil Peace” • “The Masque of the Red Death” or “The Garden of Stubborn Cats” • or “By the Waters of Babylon” <p>Additional Resources:</p> <ul style="list-style-type: none"> • Teaching Resources Unit 2 • Graphic Organizer Transparencies for above selections • <i>Jazz Age Stories</i> • <i>African American Voices</i> • <i>Latino Literature</i> 	<p>Unit 3: Types of Nonfiction</p> <ul style="list-style-type: none"> • Introduction of Essays and Speeches pp. 406 – 407 • Characteristics of Essays and Speeches • Types of Essays/Speeches pp. 408 – 409 <p>Core Reading: Unit Intro:</p> <ul style="list-style-type: none"> • “Everest” <p>Choose from the following options:</p> <ul style="list-style-type: none"> • “The Spider and the Wasp” or from <i>Longitude</i> • “The Sun Parlor” or from <i>In Commemoration: One Million Volumes</i> • “Keep Memory Alive” or from <i>Nobel Lecture</i> • “What Makes a Degas a Degas?” or “The American Idea” <p>Additional Resources:</p> <ul style="list-style-type: none"> • Teaching Resources Unit 3 • Graphic Organizer Transparencies for above selections 	<p>Unit 5: Drama</p> <ul style="list-style-type: none"> • Introduction of Drama pp.726 – 727 • Elements of a Greek Tragedy • Universal Tragic Themes: Individual Vs. Society • Antagonist/Protagonist pp. 746 – 748 • Also refer to pp. 964 – 965 • Oral tradition, universal themes, archetypes and ideas, historical context <p>Core Reading: Unit Intro:</p> <ul style="list-style-type: none"> • from <i>Tibet Through the Red Box</i> • <i>Antigone</i> by Sophocles • Reviews of <i>Antigone</i> <p>Additional Resources:</p> <ul style="list-style-type: none"> • Teaching Resources Unit 5 • Graphic Organizer Transparencies for above Selections
<p>Reading Adaptations/Accommodations</p> <ul style="list-style-type: none"> • <i>Reader’s Notebook Adapted Version “Magdalena Looking”</i> 	<p>Reading Adaptations/ Accommodations</p> <ul style="list-style-type: none"> • <i>Reader’s Notebook Adapted Version “A Visit to</i> 	<p>Reading Adaptations/ Accommodations</p> <ul style="list-style-type: none"> • <i>Reader’s Notebook Adapted Version</i> 	<p>Reading Adaptations/Accommodations</p> <ul style="list-style-type: none"> • <i>Reader’s Notebook Adapted Version “Antigone” p. 278, p.290</i>

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<ul style="list-style-type: none"> • “Contents of a Dead Man’s Pocket” • “The Monkey’s Paw” 	<p><i>Grandmother</i>”</p> <ul style="list-style-type: none"> • “The Street of Canon”, • “How Much Land Does a Man Need?” • “The Garden of Stubborn Cats” • “Marginal World” 	<ul style="list-style-type: none"> • <i>Poetry Collection 1 and 2</i>, p 205 – 264 	
<p>Reading Skills:</p> <ul style="list-style-type: none"> • Prediction • Cause and Effect <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to prior knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your reading progress 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Make Inferences • Draw Conclusions <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to Prior Knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your Reading Progress 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Main Idea • Prediction <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to Prior Knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your Reading Progress 	<ul style="list-style-type: none"> • Reading Skills: • Summary <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to Prior Knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your Reading Progress
<p>Additional Outside Reading Q 1</p> <ul style="list-style-type: none"> • <i>Up from Slavery</i>, Booker T. Washington • <i>Roughing It</i>, Mark Twain • <i>Lord of Flies</i>, William Golding 	<p>Additional Outside Reading Q 1</p> <ul style="list-style-type: none"> • <i>The Joy Luck Club</i>, Amy Tan • <i>41 Stories</i>, O. Henry • <i>Anton Chekhov: Selected Stories</i> • <i>Immigrant Voices</i>, Gordon Hunter 	<p>Additional Outside Reading for Q 2</p> <ul style="list-style-type: none"> • <i>Night</i> by Elie Wiesel • <i>Immigrant Voices</i> Edited by Gordon Hunter • <i>One Day in the Life of Ivan Denisovich</i>, Alexander Solzhenitsyn • <i>Gulliver’s Travels</i>, Jonathan Swift 	<p>Additional Outside Reading for Q 2</p> <ul style="list-style-type: none"> • <i>Short Dramas and Teleplays</i> • <i>A Raisin in the Sun</i>, Lorraine Hansberry • <i>Ibsen: Four Major Plays</i>

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Essential Questions: <ul style="list-style-type: none"> • How is literature like life? • How does the study of fiction and nonfiction texts help individuals construct their understanding of life? 	Essential Questions: <ul style="list-style-type: none"> • What is literature supposed to do? • How does literature reveal the values of a given culture or time period? • Where does the meaning of a text reside? Within the text, within the reader, or in the transaction that occurs between them? 	Essential Questions: <ul style="list-style-type: none"> • How can language be powerful? • How is language used to manipulate us? • How does language influence the way we think, act, and perceive the world? 	Essential Questions: <ul style="list-style-type: none"> • Do you believe that things are fated no matter what, or do you believe your actions can change the course of your life? • Do the attributes of a hero remain the same over time? • When does a positive personality trait become a tragic flaw?
Teaching Composition Standards: [19.26, 20.5, 21.8, 22.9, 23.12, 23.13]	Teaching Composition Standards: [19.24, 21.8, 23.13, 24.5]	Teaching Composition Standards: [21.8, 23.13, 24.5]	Teaching Composition Standards: [19.26]
MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book
Required Writing Assessments: <ul style="list-style-type: none"> • Summer Reading Assignment • Creative writing • Response to Literature Rubrics: Prentice Hall General Resources pp. 57 – 58 • Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 32 – 47 • Update portfolio for Reading Log and Writing Checklist • Review the writing process • Introduction of rubric use • Peer critiquing Additional Assessments: <ul style="list-style-type: none"> • Selection Tests from Unit 1 Resources • Monitor Your Progress pp. 55, 81, 85, 141, 165, 171 • Preparing to Fill Out a Job Application p. 82 • Timed Writing pp. 55, 81, 85, 141, 165, 171 	Required Writing Assessments: <ul style="list-style-type: none"> • Writing in Progress: Short Story pp. 213, 243, 269, 337, 365 • Rubrics: Prentice Hall General Resources pp. 47 – 48 • Creative writing • Open Response to Literature Rubrics: Prentice Hall General Resources pp. 57 – 58 • Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 48 – 61 • Update portfolio for Reading Log and Writing Checklist Additional Assessments: <ul style="list-style-type: none"> • Selection Tests from Unit 2 Resources • Monitor Your Progress pp. 243, 269, 273, 337, 365, 369 • Writing to Compare Literary Works pp. 269, 381 • Timed Writing pp. 243, 269, 273, 337, 365, 369 	Required Writing Assessments: <ul style="list-style-type: none"> • Compare and Contrast Essay • Rubrics: Prentice Hall General Resources pp. 64-65 • Open Response to Literature • Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 106 – 121 • Update portfolio for Reading Log and Writing Checklist Additional Assessments: <ul style="list-style-type: none"> • Selection Tests from Unit 3 Resources • Monitor Your Progress pp. 447, 473, 513, 533 • Timed Writing pp. 447, 473, 513, 533 	Required Writing Assessments: <ul style="list-style-type: none"> • Multi-paragraph Essay • Open Response to Literature • Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 176-193) • Update portfolio for Reading Log and Writing Checklist Additional Assessments: <ul style="list-style-type: none"> • Selection Tests from Unit 5 Resources • Monitor Your Progress pp. 793, 798 • Expressive Essay p. 769 Unit Resources p. 25 • Timed Writing pp. 793, 798

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Writing Adaptations/ Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> • "Monkey's Paw", • "I Know Why the Caged Bird Sings", • "Contents of a Dead Man's Pocket" 	Writing Adaptations/ Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version "Visit to Grandmother"</i> • "A Problem", • "The Street of Canon", • "There Will Come Soft Rains", • "How Much Land Does A Man Need?" • "The Garden of Stubborn Cats" 	Writing Adaptations/ Accommodations <i>Reader's Notebook Adapted Version</i> <ul style="list-style-type: none"> • <i>Poetry Collection 1 and 2,</i> • <i>Reading/Writing Connections p. 205 – 264</i> 	Writing Adaptations/ Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version, "Antigone"</i> • <i>Reading/Writing Connections p. 278 – 290</i>
Teaching Media Standards: 26 – 27	Teaching Media Standards: 26 – 27	Teaching Media Standards: 26 – 27	Teaching Media Standards: 26 – 27 [26.5, 27.6, 27.7] Required Assessments: <ul style="list-style-type: none"> • Group/Partner Project with Presentation • Advertising Poster p. 769 Unit Resources p. 26
Additional Resources: <ul style="list-style-type: none"> • Prentice Hall From the Author's Desk DVD (Interviews with authors) • Prentice Hall Audio CD's for fiction and nonfiction 	Additional Resources: <ul style="list-style-type: none"> • Prentice Hall From the Author's Desk DVD (Interviews with authors) • Prentice Hall Audio CD's for short stories 	Additional Resources: <ul style="list-style-type: none"> • Prentice Hall From the Author's Desk DVD (Interviews with authors) • Prentice Hall Audio CD's for essays and speeches 	Additional Resources: <ul style="list-style-type: none"> • Prentice Hall From the Author's Desk (Interviews with authors) • Prentice Hall Audio CD's • <i>Antigone</i> DVD
Media Adaptations/ Accommodations <i>"Making History With Vitamin C"</i> p.64	Media Adaptations/ Accommodations <ul style="list-style-type: none"> • "Marginal World" p. 71 	Media Adaptations/ Accommodations <i>"Poetry Collection 1 and 2"</i> p. 213, p. 228, p. 236, p. 253 , p. 261	Media Adaptations/ Accommodations <i>"Antigone"</i> p. 289
Quarterly Assessments <ul style="list-style-type: none"> • Grammar and Usage Pretest • <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i>

JANUARY/ FEBRUARY	MARCH	APRIL	MAY/JUNE
Teaching to Language Standards: [1.5, 2.5, 3.14, 3.15, 3.16, 4.23, 4.24, 4.25, 5.29, 6.8, 6.9] Resources: <ul style="list-style-type: none"> • <i>Writer's Craft</i> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Daily Language Transparencies</i> 	Teaching to Language Standards: [2.5, 3.14, 4.23, 4.24, 4.25, 5.29, 6.8, 6.9] Resources: <ul style="list-style-type: none"> • <i>Writer's Craft</i> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Daily Language Transparencies</i> 	Teaching to Language Standards: [2.5, 3.14, 4.23, 4.24, 4.25, 5.29, 6.8, 6.9] Resources: <ul style="list-style-type: none"> • <i>Writer's Craft</i> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Daily Language Transparencies</i> 	Teaching to Language Standards 1 – 6: [1.5, 2.5, 3.14, 3.15, 3.16, 4.23, 4.24, 4.25, 5.29, 6.8, 6.9] Resources: <ul style="list-style-type: none"> • <i>Writer's Craft</i> • <i>Prentice Hall Writing and Grammar</i> • <i>Prentice Hall Daily Language Transparencies</i>
Language Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Heath Grammar and Composition</i> • <i>Pacemaker Basic English</i> 	Language Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Heath Grammar and Composition</i> • <i>Pacemaker Basic English</i> 	Language Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Heath Grammar and Composition</i> • <i>Pacemaker Basic English</i> 	Language Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Heath Grammar and Composition</i> • <i>Pacemaker Basic English</i>
Weekly Vocabulary Lessons: <ul style="list-style-type: none"> • Vocabulary Resources: Prentice Hall, • Vocabulary Workshop, • Sadlier-Oxford E or Vocabulit J • MCAS glossary or SAT 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> • Vocabulary Resources: Prentice Hall, • Vocabulary Workshop, • Sadlier-Oxford E or Vocabulit J • MCAS glossary or SAT 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> • Vocabulary Resources: Prentice Hall, • Vocabulary Workshop, • Sadlier-Oxford E or Vocabulit J • MCAS glossary or SAT 	Weekly Vocabulary Lessons: <ul style="list-style-type: none"> • Vocabulary Resources: Prentice Hall, • Vocabulary Workshop, • Sadlier-Oxford E or Vocabulit J • MCAS glossary or SAT
Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> p. 398, V1-V56 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> p. 398, V1-V56 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> p. 398, V1-V56 	Vocabulary Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> p. 398, V1-V56
Teaching Reading and Literature 7-18 [17.6, 17.7] Literature Text: Prentice Hall, 10 Unit 5: Drama <ul style="list-style-type: none"> • Shakespearean Theater pp. 818-819 • Shakespearean Tragedy pp. 820-821 • Blank Verse • Dramatic Speeches • Internal and External Conflict 	Teaching Reading and Literature 7-18 [8.30, 10.5, 11.5, 15.7, 15.8, 16.11] Literature Text: Prentice Hall, 10 Unit 5: Poetry <ul style="list-style-type: none"> • Introduction to Poetry pp. 578 – 579 • Characteristics of Poetry and Types of Poetry pp. 580 – 581 Core Reading:	Teaching Reading and Literature 7-18 [8.29, 8.30, 11.5, 12.5, 15.7, 15.8] Core Reading: Novel Study Choose from options on the Protected Reading List: <ul style="list-style-type: none"> • A Separate Peace (Fiction) • A Tale of Two Cities (Historical Fiction) 	Teaching Reading and Literature 7-18 [8.29, 8.30, 11.5, 12.5, 15.7, 15.8] Core Reading: Novel Study Choose from options on the Protected Reading List: <ul style="list-style-type: none"> • A Separate Peace (Fiction) • A Tale of Two Cities (Historical Fiction)

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<ul style="list-style-type: none"> • Tragic Character • William Shakespeare pp. 822-823 <p>Core Reading: <i>The Tragedy of Julius Caesar</i></p> <p>Additional Choices: <i>The Taming of the Shrew</i> <i>A Midsummer Night's Dream</i></p>	<ul style="list-style-type: none"> • “The Poetic Interpretation of the Twist” • “The Empty Dance Shoes” • Choose from p. T 98 for of Prentice Hall Literature text for poetry groupings. Choose from “More Accessible” or “More Challenging” 	<ul style="list-style-type: none"> • Flowers for Algernon (Fiction) • Holes (Fiction) • A Raisin in the Sun (Drama) • Lord of the Flies (Fiction) • Speak (Fiction) • The Chocolate War (Fiction) • The Contender (Fiction) • Twelve Angry Men (Drama) • War of the Worlds (Science Fiction) • In a Sunburned Country (Nonfiction) • Into the Wild (Nonfiction) 	<ul style="list-style-type: none"> • Flowers for Algernon (Fiction) • Holes (Fiction) • A Raisin in the Sun (Drama) • Lord of the Flies (Fiction) • Speak (Fiction) • The Chocolate War (Fiction) • The Contender (Fiction) • Twelve Angry Men (Drama) • War of the Worlds (Science Fiction) • In a Sunburned Country (Nonfiction) • Into the Wild (Nonfiction)
<p>Reading Adaptations/Accommodations</p> <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version “The Tragedy of Julius Caesar”</i> • <i>Barron's “Shakespeare Made Easy”</i> 	<p>Reading Adaptations /Accommodations</p> <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> • “Prometheus and the First People” • “Places Left Unfinished at the Time of Creation” • “Sundiata: An Epic of Old Mali” • “Arthur Becomes King of Britain” • “From a Connecticut Yankee in King Arthur's Court” 		
<p>Reading Skill:</p> <ul style="list-style-type: none"> • Compare and Contrast <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to prior knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your reading progress • Text Organization 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Reading Fluency Paraphrasing <p>Additional Reading Strategies:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to prior knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your reading progress • Text Organization 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to prior knowledge • Visualize • Tackling difficult vocabulary 	<p>Reading Skills:</p> <ul style="list-style-type: none"> • Read with a purpose • Connect to prior knowledge • Write things down • Visualize • Tackling difficult vocabulary • Monitor your reading progress
<p>Additional Outside Reading for Q 3:</p> <ul style="list-style-type: none"> • <i>A Raisin in the Sun</i> by Lorraine Hansberry • Short Dramas and Teleplays 	<p>Additional Outside Reading for Q 3:</p> <ul style="list-style-type: none"> • <i>The Song of the Lark</i> by Willa Cather • Native American Literature 	<p>Additional Outside Reading for Q 3:</p> <p>Short stories, poetry, etc. relating to chosen novel</p> <p>* Selections from Unit 6: Heroes and</p>	<p>Additional Outside Reading for Q 4:</p> <p>Short stories, poetry, etc. relating to chosen novel</p>

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<ul style="list-style-type: none"> Ibsen: Four Major Plays by Henrik Ibsen 	<p>Anthology</p> <ul style="list-style-type: none"> <i>Leaves of Grass</i> by Walt Whitman How to Read a Poem African American Voices <p>*Poetry Unit can be taught along with selections from Unit 6: Heroes and Dreamers where logical connections can be made.</p>	<p>Dreamers can be taught along with novels where logical connections can be made.</p>	<p>* Selections from Unit 6: Heroes and Dreamers can be taught along with novels where logical connections can be made.</p>
<p>Essential Questions:</p> <ul style="list-style-type: none"> Why is it important for people and cultures to construct narratives about their experiences? What are enduring questions and conflicts that writers (and their cultures) grappled with hundreds of years ago and are still relevant today? Are there universal themes in literature that are of interest or concern to all cultures and societies? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> What is the purpose of poetry? How can language be powerful? Are there universal themes in literature that are of interest or concern to all cultures and societies? Where does the meaning of a text reside? Within the text, the reader, or in the transaction that occurs between them? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do authors use the resource of language to impact an audience? What is the purpose of: science fiction? Historical novels, creative nonfiction, etc.? What are the characteristics or elements that cause a piece of literature to endure? What distinguishes a good read from great literature? Who decides the criteria for judging whether or not a book is any good? 	<p>Essential Questions:</p> <ul style="list-style-type: none"> How do authors use the resource of language to impact an audience? What is the purpose of: science fiction? Historical novels, creative nonfiction, etc.? What are the characteristics or elements that cause a piece of literature to endure? What distinguishes a good read from great literature? Who decides the criteria for judging whether or not a book is any good?
<p>Teaching Composition Standards: [19.26, 21.8, 23.13]</p>	<p>Teaching Composition Standards: [19.24, 19.25, 19.27, 23.13, 24.5]</p>	<p>Teaching Composition Standards: [19.26, 20.5, 21.8, 22.9]</p>	<p>Teaching Composition Standards: [19.27, 20.5, 21.8, 23.13, 24.5, 25.5]</p>
<p>Required Writing Assessments:</p> <ul style="list-style-type: none"> Multi-paragraph Essay Letter to the Editor p. 891 Unit Resources p. 116 Newspaper Editorial p. 909 Unit Resources p. 132 Obituary p. 925 Unit Resources p. 148 Update portfolio for Reading Log and Writing Checklist 	<p>Required Writing Assessments:</p> <ul style="list-style-type: none"> Poems using a range of poetic techniques, forms, figurative language Analytical Open Response to Literature p. 712 Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 176 – 193 Update portfolio for Reading Log and Writing Checklist <p>Additional Assessments:</p>	<p>Required Writing Assessments:</p> <ul style="list-style-type: none"> Persuasive Essay (Rubrics: Prentice Hall <i>General Resources</i> pp. 53-54 Additional Support: Prentice Hall <i>Writing and Grammar</i> pp. 76 – 105 Update portfolio for Reading Log and Writing Checklist <p>Additional Assessments:</p>	<p>Required Writing Assessments:</p> <ul style="list-style-type: none"> Research Report Based on Chosen Novel (Prentice Hall <i>Writing and Grammar</i> pp. 154 – 175) Update portfolio for Reading Log and Writing Checklist <p>Additional Assessments:</p>

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Additional Assessments: <ul style="list-style-type: none"> • Selection Tests from Unit 5 Resources • Graphic Organizer Transparencies for above selections • Monitor Your Progress pp. 927, 931 	<ul style="list-style-type: none"> • Selection Tests from Unit 4 Resources • Monitor Your Progress pp. 621, 645, 679, 695 • Timed Writing pp. 447, 451, 473, 513, 517, 533 	<ul style="list-style-type: none"> • Teacher's Choice 	<ul style="list-style-type: none"> • Teacher's Choice
Writing Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted version</i> • <i>Reading/Writing Connection</i> p.294-326 	Writing Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted version</i> <i>Reading Writing Connection</i> p. 329-388 		
MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book 	MCAS or SAT Practice <ul style="list-style-type: none"> • Prentice Hall Standardized Test Prep Work Book
Teaching Media Standards: 26 – 27 [26.5, 27.6, 27.7] <ul style="list-style-type: none"> • Group/Partner Research Project with Formal Presentation • Prentice Hall From the Author's Desk DVD (Interviews with authors) • Prentice Hall Audio CD's • The Tragedy of Julius Caesar DVD 	Teaching Media Standards: 26 – 27 <ul style="list-style-type: none"> • Prentice Hall From the Author's Desk DVD (Interviews with authors) • Prentice Hall Audio CD's for poetry 	Teaching Media Standards: 26 – 27 [26.5, 27.6] <ul style="list-style-type: none"> • Film Analysis of Novel Based on Selection 	Teaching Media Standards: 26 – 27 [27.6, 27.7] <ul style="list-style-type: none"> • Individual Project and Presentation
Media Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted Version</i> p.297, p. 313, p. 321 	Media Adaptations/Accommodations <ul style="list-style-type: none"> • <i>Reader's Notebook Adapted version</i> p.335, p.361, p. 369, p. 388 		
Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Prentice Hall Literature <i>Progress Monitoring Assessments</i> 	Quarterly Assessments <ul style="list-style-type: none"> • Grammar and Usage Posttest • Prentice Hall Literature <i>Progress Monitoring Assessments</i>

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Resources and Supplementary Materials:

Prentice Hall Literature, Penguin Edition. Grade 10, Upper Saddle River, New Jersey and Boston, Massachusetts, 2007.

Additional teacher resources from Prentice Hall include:

- Exam View Test Bank CD-ROM
- From the Author's Desk DVD Program DVD
- Listening to Literature Audio Program
- Student Express CD
- Teacher Express CD
- Teacher Online Access Pack
- General Resources Book
- Fine Art Transparencies Volume I, Art-Based Activities
- Fine Art Transparencies Volume II, Art History and Appreciation
- Daily Language Practice Transparencies
- Graphic Organizer Transparencies
- Standardized Test Preparation Workbook and Teacher's Edition
- Skills Development Workbook
- Reading Kit, Reading and Literacy Intervention Diagnostic and Benchmark Tests
- Teaching Resources for Units 1-6
- MCAS Preparation Workbook
- Progress Monitoring Assessments
- Reader's Notebooks/Reader's Adapted Version
- Prentice Hall Writing and Grammar text (one set of 30 for each grade level per school)
- Prentice Hall Writing and Grammar Handbook Edition
- *The Writer's Craft*. Grade 8. McDougal-Littell and Company, 1995
- "Themes and Essential Questions" from Greece Central School District <http://www.greece.k12.ny.us/instruction/ela/6-12/Essential%20Questions/>
- *Deeper Reading* and *Reading Reasons* by Kelly Gallagher