

**NT – Not Tested**

**First Nine Weeks**

**Grade:10**

**Subject: English**

**Year: 2016-2017**

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
30 days 10.3 & 10.4	<p><b><u>Reading: Short Stories and Drama</u></b> The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p><b><u>Vocabulary – Short Stories (11.3a-g will be covered during 10th grade.)</u></b></p> <ul style="list-style-type: none"> <li>• Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.(10.3a)</li> <li>• Use context, structure, and connotations to determine meanings of words and phrases. (10.3b)</li> <li>• Discriminate between connotative and denotative meanings and interpret the connotation. (10.3c)</li> <li>• Identify the meaning of common idioms. (10.3d)</li> </ul>	<ul style="list-style-type: none"> <li>• use roots or affixes to determine or clarify the meaning of words.</li> <li>• demonstrate an understanding of idioms.</li> <li>• use prior reading knowledge and other study to identify the meaning of literary and classical allusions.</li> <li>• interpret figures of speech (e.g., <i>euphemism, oxymoron</i>) in context and analyze their role in the text.</li> <li>• analyze connotations of words with similar denotations.</li> <li>• use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.</li> <li>• identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., <i>conceive, conception, conceivable</i>).</li> <li>• consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.</li> <li>• demonstrate understanding of figurative language, word relationships, and connotations in word meanings.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Identify literary and classical allusions and figurative language in text. <b>(10.3e)</b></li> <li>• Extend general and specialized vocabulary through speaking, reading, and writing. <b>(10.3f)</b></li> <li>• Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts. <b>(10.3g)</b></li> </ul>	<p><a href="http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc">http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc</a></p> <p>Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 11.3a-g</p>			
	<p>The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <ul style="list-style-type: none"> <li>• Identify main and supporting ideas. <b>(10.4a)</b></li> <li>• Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. <b>(10.4b)</b></li> <li>• Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras. <b>(10.4c)</b></li> </ul>	<ul style="list-style-type: none"> <li>• construct meaning from text by making connections between what they already know and the new information they read.</li> <li>• use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading.</li> <li>• compare and contrast a variety of literary works from different cultures and eras, including: <ul style="list-style-type: none"> <li>◦ short stories;</li> <li>◦ poems;</li> <li>◦ plays;</li> <li>◦ novels;</li> <li>◦ essays; and</li> </ul> </li> </ul>			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> <li>• Analyze the cultural or social function of literature. <b>(10.4d)</b></li> <li>• Identify universal themes prevalent in the literature of different cultures. <b>(10.4e)</b></li> <li>• Examine a literary selection from several critical perspectives. <b>(10.4f) NT</b></li> <li>• Explain the influence of historical context on the form, style, and point of view of a literary text. <b>(10.4g)</b></li> <li>• Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose. <b>(10.4h)</b></li> <li>• Compare and contrast literature from different cultures and eras. <b>(10.4i) NT</b></li> <li>• Distinguish between a critique and a summary. <b>(10.4j) NT</b></li> </ul>	<ul style="list-style-type: none"> <li>◦ narrative nonfiction.</li> <li>• explain similarities and differences among literary genres from different cultures, such as: <ul style="list-style-type: none"> <li>◦ haikus;</li> <li>◦ sonnets;</li> <li>◦ fables;</li> <li>◦ myths;</li> <li>◦ novels;</li> <li>◦ graphic novels; and</li> <li>◦ short stories.</li> </ul> </li> <li>• analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).</li> <li>• analyze how relationships among a character's actions, dialogue, physical attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot.</li> <li>• identify universal themes, such as: <ul style="list-style-type: none"> <li>◦ struggle with nature;</li> <li>◦ survival of the fittest;</li> <li>◦ coming of age;</li> <li>◦ power of love;</li> <li>◦ loss of innocence;</li> <li>◦ struggle with self;</li> <li>◦ disillusionment with life;</li> <li>◦ the effects of progress;</li> <li>◦ power of nature;</li> <li>◦ alienation and isolation;</li> <li>◦ honoring the historical past;</li> <li>◦ good overcoming evil;</li> <li>◦ tolerance of the atypical;</li> </ul> </li> </ul>			

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	<ul style="list-style-type: none"> <li>• Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions. <b>(10.4k)</b> Compare and contrast character development in a play to characterization in other literary forms. <b>(10.4l)</b> <b>NT</b></li> <li>• Use reading strategies to monitor comprehension throughout the reading process. <b>(10.4m)</b></li> </ul>	<ul style="list-style-type: none"> <li>◦ the great journey;</li> <li>◦ noble sacrifice;</li> <li>◦ the great battle;</li> <li>◦ love and friendship; and</li> <li>◦ revenge.</li> <li>• analyze works of literature for historical information about the period in which they were written.</li> <li>• describe common archetypes that pervade literature, such as the: <ul style="list-style-type: none"> <li>◦ hero/heroine;</li> <li>◦ trickster;</li> <li>◦ faithful companion;</li> <li>◦ outsider/outcast;</li> <li>◦ rugged individualist;</li> <li>◦ shrew;</li> <li>◦ innocent;</li> <li>◦ villain;</li> <li>◦ caretaker;</li> <li>◦ Earth mother;</li> <li>◦ rebel;</li> <li>◦ misfit;</li> <li>◦ mother/father figure;</li> <li>◦ monster/villain;</li> <li>◦ scapegoat; and</li> <li>◦ lonely orphan.</li> </ul> </li> <li>• examine a literary selection from several different critical perspectives.</li> <li>• analyze a particular point of view or cultural experience reflected in a literary work.</li> <li>• analyze the representation of a subject or a key scene in two different media.</li> </ul>			

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		<ul style="list-style-type: none"> <li>• compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions.</li> <li>• interpret and paraphrase the meanings of selected poems.</li> <li>• analyze the use of dialogue, special effects, music, and set to interpret characters.</li> <li>• identify and describe dramatic conventions.</li> </ul>			
	<p><b>Reading – SOLs 11.4a-k will be covered during 10<sup>th</sup> grade with special emphasis on the following SOLs:</b></p> <ul style="list-style-type: none"> <li>• Analyze how context and language structures convey an author's intent and viewpoint. <b>(11.4e)</b></li> <li>• Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. <b>(11.4f)</b></li> </ul>	<p><a href="http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc">http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc</a></p> <p>Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 11.4a-k</p>			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> <li>Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. <b>(11.4k)</b> <b>NT</b></li> </ul>				
5	<p><b>Writing – Writing SOLs 10.6a-g will be covered in 11<sup>th</sup> grade pacing guide.</b> The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <ul style="list-style-type: none"> <li>Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose. <b>(10.6a)</b></li> </ul>	<ul style="list-style-type: none"> <li>write expository texts that: <ul style="list-style-type: none"> <li>explain a process;</li> <li>compare and contrast ideas;</li> <li>show cause and effect;</li> <li>enumerate details; or</li> <li>define ideas and concepts.</li> </ul> </li> <li>develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.</li> </ul>			
40	<p><b>Grammar/Usage/Mechanics SOLs 10.7a-h will be introduced in 10<sup>th</sup> grade but emphasized in 11<sup>th</sup> grade pacing guide.</b> The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p>	<ul style="list-style-type: none"> <li>distinguish between active voice and passive voice to convey a desired effect.</li> <li>know and apply the rules for the use of a colon: <ul style="list-style-type: none"> <li>before a list of items;</li> <li>before a long, formal statement or quotation; and</li> <li>after the salutation of a business letter.</li> </ul> </li> <li>use direct quotations in their writing, applying MLA or APA style for punctuation and formatting.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Distinguish between active and passive voice. <b>(10.7a)</b></li> <li>• Apply rules governing use of the colon. <b>(10.7b)</b></li> <li>• Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations. <b>(10.7c)</b></li> <li>• Differentiate between in-text citations and works cited on the bibliography page. <b>(10.7d)</b></li> <li>• Analyze the writing of others. <b>(10.7e)</b></li> <li>• Describe how the author accomplishes the intended purpose of a piece of writing. <b>(10.7f)</b></li> <li>• Suggest how writing might be improved. <b>(10.7g)</b></li> <li>• Proofread and edit final product for intended audience and purpose. <b>(10.7h)</b></li> </ul>	<ul style="list-style-type: none"> <li>• use peer- and self-evaluation to edit writing.</li> <li>• proofread and prepare final product for intended audience and purpose.</li> <li>• correct grammatical or usage errors.</li> </ul>			

## Second Nine Weeks

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
5 10.1 & 10.2	<p><b><u>Communication, Speaking, Listening, Media Literacy</u></b> The student will participate in, collaborate in, and report on small-group learning activities.</p> <ul style="list-style-type: none"> <li>• Assume responsibility for specific group tasks. <b>(10.1a)</b></li> <li>• Collaborate in the preparation or summary of the group activity. <b>(10.1b)</b></li> <li>• Include all group members in oral presentation. <b>(10.1c)</b></li> <li>• Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. <b>(10.1d)</b></li> <li>• Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. <b>(10.1e)</b></li> <li>• Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems. <b>(10.1f)</b></li> </ul>	<ul style="list-style-type: none"> <li>• assume shared responsibility for collaborative work.</li> <li>• collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed.</li> <li>• respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding.</li> <li>• demonstrate active listening through use of appropriate facial expressions, posture, and gestures.</li> <li>• engage others in a conversation by posing and responding to questions in a group situation.</li> <li>• exercise flexibility and willingness in making compromises to accomplish a common goal.</li> <li>• use grammatically correct language.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Access, critically evaluate, and use information accurately to solve problems. <b>(10.1g)</b></li> <li>• Evaluate one's own role in preparation and delivery of oral reports. <b>(10.1h)</b></li> <li>• Use a variety of strategies to listen actively. <b>(10.1i)</b></li> <li>• Analyze and interpret other's presentations. <b>(10.1j)</b></li> <li>• Evaluate effectiveness of group process in preparation and delivery of oral reports.<b>(10.1k)</b></li> </ul>				
	<p>The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.</p> <ul style="list-style-type: none"> <li>• Use media, visual literacy, and technology skills to create products. <b>(10.2a)</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify and analyze the sources and viewpoint of publications.</li> <li>• analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience).</li> <li>• determine author's purpose, factual content, opinion, and/or possible bias as presented in media messages.</li> </ul>			

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	<ul style="list-style-type: none"> <li>• Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion. <b>(10.2b)</b></li> <li>• Determine the author's purpose and intended effect on the audience for media messages. <b>(10.2c)</b></li> <li>• Identify the tools and techniques used to achieve the intended focus. <b>(10.2d)</b></li> </ul>				
15	<p><b><u>Reading: Novel</u></b>  <b>Review (10.4a-m) from 1<sup>st</sup></b>  <b>Nine Weeks</b></p>				
40	<p><b><u>Grammar/Usage/Mechanics</u></b>  <b>Review (10.7a-h) from 1<sup>st</sup></b>  <b>Nine Weeks</b></p>				

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	<p><b><u>Reading - Nonfiction</u></b> The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <ul style="list-style-type: none"> <li>• Identify text organization and structure. <b>(10.5a)</b></li> <li>• Recognize an author's intended audience and purpose for writing. <b>(10.5b)</b></li> <li>• Skim manuals or informational sources to locate information. <b>(10.5c)</b></li> <li>• Compare and contrast informational texts. <b>(10.5d)</b></li> <li>• Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams. <b>(10.5e)</b></li> <li>• Draw conclusions and make inferences on explicit and implied information using textual support as evidence. <b>(10.5f)</b></li> <li>• Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge. <b>(10.5g)</b></li> </ul>	<ul style="list-style-type: none"> <li>• identify the different formats and purposes of informational and technical texts.</li> <li>• analyze how authors use rhetoric to advance their point of view.</li> <li>• identify the main idea(s) in informational text.</li> <li>• identify essential details in complex informational passages.</li> <li>• locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting.</li> <li>• interpret and understand information presented in maps, charts, timelines, tables, and diagrams,</li> <li>• make inferences and draw conclusions from informational text.</li> <li>• synthesize information across multiple informational texts.</li> </ul>			

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	<ul style="list-style-type: none"> <li>Use reading strategies throughout the reading process to monitor comprehension. <b>(10.5h)</b></li> </ul>				
	<p><b>Reading – SOLs 11.5a-h will be covered during 10<sup>th</sup> grade with special emphasis on the following SOLs:</b></p> <ul style="list-style-type: none"> <li>Use information from texts to clarify understanding of concepts.<b>(11.5a)</b></li> <li>Generalize ideas from selections to make predictions about other texts. <b>(11.5c)</b></li> <li>Draw conclusions and make inferences on explicit and implied information using textual support. <b>(11.5d)</b></li> <li>Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions. <b>(11.5e)</b></li> </ul>	<p><a href="http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc">http://www.doe.virginia.gov/testing/sol/frameworks/english_frameworks/2010/framework_english_9-12.doc</a></p> <p>Follow the above link to access the curriculum framework to see the Essential Knowledge and Skills for 11.5a-h</p>			

# Days	SOL	Student Essential Knowledge and Skills	Resources	Vocabulary	Bloom's
	<ul style="list-style-type: none"> <li>• Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text. <b>(11.5g)</b></li> <li>• Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts. <b>(11.5h)</b></li> </ul> <p><b>NT</b></p>				
	<p><b><u>Research</u></b>  <b>Research SOLs 10.8a-f will be covered in 11<sup>th</sup> grade pacing guide.</b></p>				
40	<p><b><u>Vocabulary</u></b>  <b>Review (10.3a-g) from 1<sup>st</sup> Nine Weeks</b></p>				