

English Language Arts Curriculum

Strand: Meaning and Communication

Grade: 10

Standard 1: All students will read and comprehend general and technical material.

Benchmarks:

1. Use reading for multiple purposes, such as enjoyment, learning complex procedures, completing technical tasks, making workplace decisions, evaluating and analyzing information, and pursuing in-depth studies.
2. Read with developing fluency a variety of texts, such as novels, poetry, drama, essays, research texts, technical manuals and documents.
3. Selectively employ the most effective strategies to construct meaning, such as generating questions. Scanning, analyzing, and evaluating for specific information related to a research question, and deciding how to represent content through summarizing, clustering, and mapping.
4. Selectively employ the most effective strategies to recognize words as they construct meaning, including the use of context clues, etymological study, and reference materials.
5. Respond personally, analytically, and critically to a variety of oral, visual, written, and electronic texts, providing examples of how texts influence their lives and their role in society.

Sample Activity/Assessment Tasks:

- Read and discuss information in Theology and Biology texts.
- Read and discuss *The Red Badge of Courage*.
- Chart the circumstances and reactions of the main character to war.
- Note any new vocabulary words. Check for context clues to aid in predicting meaning. Use dictionary to determine accuracy in prediction.
- Discuss courage—"Where does it come from? How can we find it?"
- Write an essay from one of these points. What does the phrase "to take a measure of himself" mean? Is the idea of war or battle being the measure of a man true?
- Discuss the rights and responsibilities of Catholics to war.

Resources:

Theology and Biology texts
The Red Badge of Courage by Stephen Crane
www.phschool.com

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Standard 2: All students will demonstrate the ability to write clear and grammatically correct sentences, paragraphs, and compositions.

Benchmarks:

1. Write fluently for multiple purposes to produce compositions, such as stories, poetry, personal narratives, editorials, research reports, persuasive essays, resumes, and memos.
2. Recognize and approximate authors' innovative techniques to convey meaning and influence an audience when composing their own texts.
3. Plan, draft, revise, and edit their texts and analyze and critique the texts of others in such areas as purpose, effectiveness, cohesion and creativity.

Sample Activity/Assessment Tasks:

- Read and analyze a variety of literary works.
- Chart the author's techniques as examples for own writing.
- Use the technique of hexagonal writing to plan, draft, and write a literary response to a favorite literary work.
- Write lab reports for biology.
- Answer opinion questions in theology.

Resources:

Julius Caesar by William Shakespeare
The Monkey's Paw by W. W. Jacobs
The Masque of the Red Death by Edgar Allan Poe

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Standard 3: All students will focus on meaning and communication as they listen, speak, view, read, and write in personal, social, occupational, and civic contexts.

Benchmarks:

5. Employ the most effective strategies to construct meaning while reading, listening to, viewing, or creating texts.
6. Determine the meaning of specialized vocabulary and concepts in oral, visual and written texts by using a variety of resources.
7. Recognize and use varied and innovative techniques to construct text, convey meaning, and express feelings to influence an audience.
8. Analyze their responses to oral, visual, written, and electronic texts, providing examples of how texts affect their lives, connect them with the contemporary world, and transmit issues across time.

Sample Activity/Assessment Tasks:

- Use a variety of organizers to construct meaning while reading—webbing, charts, SQR3, etc.
- Look up unfamiliar specialized (jargon) in a dictionary and use with context clues to gain meaning.
- Review non-fiction articles and share ideas with classmates.
- Write an essay on how the text impacts your life and share it with classmates.

Resources:

Various nonfiction articles—newspaper accounts, biographies, careers, etc.
“The Marginal World” by Rachel Carson

Cartoon Number	Features of Cartoon (words /illustrations)	Rhetorical Devices (satire, propaganda, irony, and parody)
1.		
2.		
3.		
4.		
5.		

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Strand: Literature

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Standard 5: All students will read and analyze a wide variety of classic and contemporary literature and other materials to seek information, ideas, enjoyment, and understanding of their individuality, our society’s common heritage, common humanity and rich diversity.

Benchmarks:

1. Select, read, listen to, view, and respond thoughtfully to classic and contemporary texts recognized for quality and literary merit.
2. Describe and discuss archetypal human experiences that appear in literature and other texts from around the world.
3. Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect the substance of the human experience.
4. Analyze how cultures interact with one another in literature and other texts, and describe the consequences of the interactions it relates to our common heritage.
5. Analyze and evaluate the authenticity of the portrayal of various societies and cultures in literature and other texts.

Sample Activity/Assessment Tasks:

- Read a piece of literature and develop a presentation that answers the question, “What makes this a piece of literature that has merit and quality?”
- Read a piece of literature with strong conflict and make connections to real life newspaper stories.
- Compare/Contrast Civil Law/Divine Law/Family Loyalty in literature (e. g. *Antigone*) to their own human experiences.
- Analyze the tension among humans as they strive to reach a common agreement. (e. g. *The Twelve Angry Men*)
- Evaluate the culture of a society as presented in a novel and real life situations for accuracy.

Resources:

Julius Caesar by William Shakespeare
12 Angry Men by Reginald Ross—text and video
A Separate Peace by Johnathan Knowles
Antigone by Sophocles

“The Necklace” by Guy de Maupassant
“The Birthmark” by Nathaniel Hawthorne
“Angela’s Ashes” by Frank Macort
A River Runs Through It –Text and Video

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Strand: Voice

Class: 10

Standard 6: All students will learn to communicate information accurately and effectively and demonstrate their expressive abilities by creating oral, written, and visual texts that enlighten and engage an audience

Benchmarks:

1. Assess their use of elements of effective communication in personal, social, occupational, and civic contexts.
2. Evaluate the power of using multiple voices in their oral and written communication to persuade, inform, entertain, and inspire their audiences.
3. Document and enhance a developing voice with authentic writings for different audiences and purposes.

Sample Activity/Assessment Tasks:

- Write an essay and present it as a speech to class using visuals and hand gestures.
- Evaluate speeches using rubric and comment on qualities of speaker's elements of voice.
- Keep a working portfolio and choose pieces, which can be enhanced using knowledge acquired, and rewrite them.
- Debate the moral implications of abortion and euthanasia as it relates to the Life and Dignity of the Human Person.

Resources:

Video on elements of effective communication

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Strand: Skills and Processes

Class: 10

Standard 7: All students will demonstrate, analyze, and reflect upon the skills and processes used to communicate through listening, speaking, viewing, reading, and writing.

Benchmarks:

3. Reflect on their understanding of literacy, assess their developing ability, set personal learning goals, create strategies for attaining those goals, and take responsibility for their literacy development.
4. Demonstrate flexibility in using strategies for planning, drafting, revising, and editing complex texts in a variety of genre and the relationship between form and meaning.

Sample Activity/Assessment Tasks:

- Review several opinion articles/stories.
- Construct a graphic to plan own article.

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- Draft, revise, and edit a persuasive essay, editorial, etc. and justify your opinion of controversial issue.

Resources:

“The Mouse that Roared” by Richard Woodbury

“How Much Land Does a Man Need?” by Leo Tolstoy

“The Uprooting of a Japanese-American Family” taken from *The Desert Exile* by Yoshiko Uchida

Variety of editorials, other opinion articles, or speeches

ARTICLE READ	OPINIONS GIVEN	RELIABILITY	MY OPINIONS

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Strand: Genre and Craft of Language

Class: 10

Standard 8: All students will explore and use the characteristics of different types of texts, aesthetic elements, and mechanics—including text structure, figurative and descriptive language, spelling, punctuation, and grammar—to construct and convey meaning.

Benchmarks:

1. Identify and use selectively mechanics that facilitate understanding.
3. Describe and use characteristics of informational genre and complex elements of expository texts to convey ideas and perspectives.
5. Describe and use the characteristics of various oral, visual and written texts and the textual aids they employ to convey meaning and inspire audiences.

Sample Activity/Assessment Tasks:

- Review the correct usage of transitional words.
- Work with partners to plan and write a “How to” speech, using transitional words.
- Present speech to classmates who mark rubrics on speech effectiveness.

Resources:

Grammar for Writing by Sadlier-Oxford
Elements of Style by Strunk and White
Prentice Hall Literature

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Strand: Depth of Understanding

Class: 10

Standard 9: All students will demonstrate understanding of the complexity of enduring issues and recurring problems by making connections and generating themes within and across texts.

Benchmarks:

1. Analyze and reflect on universal themes and substantive issues from oral, visual and written texts.
2. Synthesize from multiple texts representing varied perspectives and apply the principles and generalizations needed to investigate and confront complex issues and problems.
3. Develop and extend a thesis by analyzing differing perspectives and resolving inconsistencies in logic in order to support a position.

Sample Activity/Assessment Tasks:

- Read and discuss variety of stories with universal themes, issues, or problems.
- Discuss and reflect on the author's purpose.
- Compare/contrast using a Venn Diagram.
- Formulate a thesis statement and write a problem solution essay supporting your conclusion.

Resources:

Julius Caesar by William Shakespeare
The Once and Future King by T. H. White
"My Left Foot" by Christy Brown
Antigone by Sophocles
Desert Exile: The Japanese
A speech on Japanese American Internment by Gerald Ford

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Strand: Ideas in Action

Grade: 10

Standard 10: All students will apply knowledge, ideas, and issues drawn from texts to their lives and the lives of others.

Benchmarks:

2. Function as literate individuals in varied texts within their lives in and beyond the classroom.
3. Utilize the persuasive power of text as an instrument of change in their community, their nation, and the world.

Sample Activity/Assessment Tasks:

- Identify community issue and design authentic project—visual, oral, written to promote social change.
- Design a poster which persuades others to care for God's creation.

Resources:

www.nasa.gov

www.loc.gov

<http://marcopolo.worldcom.com>

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Strand: Inquiry and Research

Class: 10

Standard 11: All students will define and investigate important issues and problems using a variety of resources, including technology, to explore and create texts.

Benchmarks:

1. Generate questions about important issues that affect them or society, or topics about which they are curious; narrow the questions to a clear focus, and create a thesis or hypothesis.
2. Determine, evaluate and use resources that are most appropriate and readily available for investigating a particular question or topic.
3. Synthesize and evaluate information to draw conclusions and implications based on their investigation of an issue or problem.
4. Research and select the medium and format to be used to present conclusions based on the investigation of an issue or problem.

Sample Activity/Assessment Tasks:

- Brainstorm topics from literature, which they would like to study more in depth.
- Evaluate sources for accuracy.
- Draw conclusions about topic after research.
- Develop a thesis and write a research report on the topic.

Resources:

The Red Badge of Courage by Stephen Crane

Macbeth by William Shakespeare

“The Opportunity” by John Cheever

“The Bear” by Anton Chekhov

The Grapes of Wrath by Joan Steinbeck

APA or MLA Handbook

www.justicelearning.com

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Strand: Critical Standards

Class: 10

Standard 12: All students will develop and apply personal, shared, and academic criteria for the enjoyment, appreciation, and evaluation of their own and others' oral, written, and visual texts.

Benchmarks:

3. Use literary history, tradition, theory, terminology, and other critical standards to develop and justify judgements about the craft and significance of oral, visual, and written texts.
4. Create a collection of personal work based on individual, shared, and academic standards, justifying judgments about the craft and significance of each selection.

Sample Activity/Assessment Tasks:

- Activate student prior knowledge of figurative language (simile, metaphor, personification, hyperbole, etc.) needed to understand the selection and author's purpose.
- Complete a portfolio of work, which provides examples of figurative language and meets specific guidelines, throughout year.

Resources:

"The Wind Tapped Like a Tired Man" by Emily Dickinson
"Metaphor" by Eve Merriam
"Making a Fist" by Naomi Shihab Nye
"The Notorious Jumping Frog" by Mark Twain