**Shamokin Area 10th Grade English Curriculum – Short Story and Nonfiction Works**

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| Focus | Common  Core  Standards | Objectives | Resources | Assessments  Formative/Performance | Academic  Vocabulary |
| Textual Evidence  Analysis of Character, Plot, and Theme  Analysis of Literary Elements  Non/Fiction Comprehension  Vocabulary Acquisition from Text  Organization and Essay Structure  Narrative Writing  Use of Technology  Accelerated Reader | CC.1.3.9.A  CC.1.3.9.B  CC.1.3.9.C  CC.1.3.9.D  CC.1.3.9.E  CC.1.3.9.F  CC.1.3.9.G  CC.1.3.9.H  CC.1.3.9.I  CC.1.3.9.J  CC.1.3.9.K  CC.1.4.9.B  CC.1.4.9.C  CC.1.4.9.D  CC.1.4.9.E  CC.1.4.9.F  CC.1.4.9.G  CC.1.4.9.H  CC.1.4.9.J  CC.1.4.9.K  CC.1.4.9.L  CC.1.4.9.M  CC.1.4.9.N  CC.1.4.9 O  CC.1.4.9.P  CC.1.4.9.Q  CC.1.4.9.R  CC.1.4.9.SCC.1.5.9.A  CC.1.5.9.B  CC.1.5.9.C  CC.1.5.9.D  CC.1.5.9.G | * + - * Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * Determine theme or central idea of a text and analyze its development over the course of the text. * Analyze how complex characters are developed over the course of the text. * Determine the meaning of words and phrases as they are used in a text. * Analyze how an author’s choices concerning how to structure a text, order events within it, and manipulate time create such effects as mystery, tension, or surprise. * Analyze the representation of a subject or a key scene in two different artistic mediums. * Analyze how an author draws on and transforms source material. * Analyze documents of historical and literary significance. * Write arguments to support claims in an analysis of substantive topics or texts. * Write informative or explanatory texts to convey complex ideas, concepts, and information. * Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. * Produce clear and coherent writing. * Develop and strengthen writing as needed. * Use technology to produce, publish, and update individual writing products. * Draw evidence from literary texts to support analysis. * Write routinely over extended and shorter time frames. * Participate effectively in a range of collaborative discussions. * Evaluate a speaker’s POV, reasoning, and use of evidence and rhetoric. * Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. * Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. * Apply knowledge of language to understand functions in different contexts. * Determine or clarify the meaning of unknown and multiple-meaning words and phrases. * Demonstrate understanding of figurative language, word relationships, and nuances. * Acquire and use accurately general academic and domain-specific words and phrases. | Textbook – Prentice Hall Literature Grade 10   * *The Monkey’s Paw* by W.W. Jacobs pg.31 * *The Leap* by Louise Erdrich pg. 40 * *Contents of the Dead Man’s Pocket* by Jack Finney pg. 109 * *Games at Twilight* by Anita Desai pg. 129 * *A Visit to Grandmother* by William Melvin Kelley pg. 220 * *A Problem* by Anton Chekhov pg. 233 * *There will come Soft Rain* by Ray Bradbury pg. 259 * *How Much Land Does a Man Need* by Leo Tolstoy p. 307 * *The Garden of Stubborn Cats* by Italo Calvino pg. 351 * “The Spider and the Wasp” by Alexander Petrunkevitch pg. 428 * “The Sun Parlor” by Dorothy West pg. 454   Organizer  Teacher Created Information   * Introductory Terms * Notes * Analysis   Microsoft Word  Renaissance Place   * Student Selected Novels | * Class Discussion * Handouts/Classwork * Vocabulary * Notes * Analysis * Questions * Reflective Essays/Rubric * Short Story Retells * Quizzes * Tests * Bell Ringers * TDAs * Renaissance Place | * Introductory Terms * Short Story * Plot Line * Exposition * Conflict * Internal Conflict * External Conflict * Rising Action * Climax * Falling Action * Resolution * Character * Setting * POV * First-Person Narrator * Omniscient Third-Person Narration * Limited Third-Person Narration * Theme * Philosophical Assumption * Irony * Protagonist * Antagonist * Symbol * Allegory * Direct Characterization * Indirect Characterization * Character Development * Dialogue * Essay (nonfiction) * Literary Analysis Terms * Mood * Tone * Theme * Style * Foreshadowing * Autobiography * Contradiction * Allusion * Analogy * Suspense * Compare and Contrast * Complication * Round Character * Flat Character * Dilemma * Genre * Surprise Ending * Prediction * Reasoning * Biographical Writing * Reflective Essay * Text Vocabulary * Maligned * Furtively * Apathy * Encroaching * Extricating * Tentative * Convoluted * Deftness * Imperceptibly * Livid * Defunct * Dogged * Indulgence * Grimacing * Trace * Candid * Taciturn * Subdued * Titanic * Fluttered * Tremulous * Piqued * Forbore * Aggrieved * Indigence * Itinerary * Intrigues * Instinct * Customarily * Distinct * Tactile * Lavished * Subordinate * Rejuvenate * Cajoling |