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

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| --- | --- | --- | --- | --- | --- |
| Focus | CommonCoreStandards | Objectives | Resources | AssessmentsFormative/Performance | AcademicVocabulary |
| Textual EvidenceAnalysis of Character, Plot, and ThemeAnalysis of Literary ElementsNon/Fiction ComprehensionVocabulary Acquisition from TextOrganization and Essay StructureNarrative WritingUse of TechnologyAccelerated Reader | CC.1.3.9.ACC.1.3.9.BCC.1.3.9.CCC.1.3.9.DCC.1.3.9.ECC.1.3.9.FCC.1.3.9.GCC.1.3.9.HCC.1.3.9.ICC.1.3.9.JCC.1.3.9.KCC.1.4.9.BCC.1.4.9.CCC.1.4.9.DCC.1.4.9.ECC.1.4.9.FCC.1.4.9.GCC.1.4.9.HCC.1.4.9.JCC.1.4.9.KCC.1.4.9.LCC.1.4.9.MCC.1.4.9.NCC.1.4.9 OCC.1.4.9.PCC.1.4.9.QCC.1.4.9.RCC.1.4.9.SCC.1.5.9.ACC.1.5.9.BCC.1.5.9.CCC.1.5.9.DCC.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

OrganizerTeacher Created Information* Introductory Terms
* Notes
* Analysis

Microsoft WordRenaissance 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
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