

## Instructional Guide

Grade Level 10<sup>th</sup> Grade

Subject English

School System Pickens County

School Year 2011- 2012

Time Period (Pacing – when)	AHSGE Correlations	Standards/ Components (Pacing – what)	Resources/ Activities (Pacing – how)  Curricular Alignment	Date of Common Formative Assessment (Pacing – how well)	Mapping Comments (What works what needs adjustment)
Throughout course	R-II-5 Recognize Summary Statements	10.16.f Explain the purpose and benefits of reviewing as part of personal study skills 10.16.B.1 Explaining when skimming and scanning are appropriate in studying materials	Teacher Derived Examples  Informal Assessment		
Throughout course	R-II-5 Recognize Summary Statements	10.16.e Explain the purpose and benefits of using note taking skills 10.16.B.1 Explaining when skimming and scanning are appropriate in studying materials	Teacher Derived Examples  Informal Assessment		

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Throughout course	R-I-1 Identify supporting details R-I-2 Determine sequence of events	10.16.d Explain the purpose and benefits of using outlining skills	Teacher Derived Examples  Informal Assessment		
Throughout course	R-I-1 Identify supporting details	10.16.c Explain the purpose and benefits of using underlining skills	Teacher Derived Examples  Informal Assessment		

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Throughout course	R-I-1 Identify supporting details R-I-2 Determine sequence of events	10.16.b Explain the purpose and benefits of using summarizing skills 10.16.B.1 Explaining when skimming and scanning are appropriate in studying materials	Teacher Derived Examples  Informal Assessment		
Throughout course	R-II-2 Draw conclusions R-IV-2 Preview, predict, discern	10.16.a Explain the purpose and benefits of using predicting skills	Teacher Derived Examples  Informal Assessment		

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Throughout course	R-III Recognize logic and argument R-IV-4 Demonstrate reference material usage	10.10 Justify a thesis statement with supporting details from American literature prior to the twentieth century	Student samples and practice		
Throughout course	L-II-2 Use formal and informal language L-II-1 Use clear vivid precise language	10.9 Apply principles of Standard English by adjusting vocabulary and style for the occasion	Student samples and practice		

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Throughout course	L-I, II, III, IV, V	10.8.b Write in a variety of genres for various audiences and occasions, both formal and informal, using an effective conclusion 10.8.B.1 Developing an effective voice suitable for audience and purpose	Student samples and practice		
Throughout course	L-I-V	10.8.a Write in a variety of genres for various audiences and occasions, both formal and informal, using an attention-getting opening 10.8.B.1 Developing an effective voice suitable for audience and purpose	Student samples and practice		

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Throughout course	L-I-9 Identify commonly confused words L-II-1 Use clear, vivid, precise language R-IV-1 Determine word meaning	10.6.a Determine word meaning in pre-twentieth century American literature using word structure Examples: prefixes, suffixes, root words	Prentice Hall Skills Development workbook		
Throughout course	L-I-9 Identify commonly confused words L-II-1 Use clear, vivid, precise language R-IV-1 Determine	10.6.b Determine word meaning in pre-twentieth century American literature using context clues	Prentice Hall Skills Development workbook		

	word meaning				
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Throughout course	R-III-2 Analyze literary elements R-III-3 Understand figurative language L-II-2 Use formal and informal language	10.5 Compare literary components of various pre-twentieth century American authors' styles 10.5.B.1 Identifying examples of differences in language usage among several authors Examples: Anne Bradstreet, Jonathan Edwards, Phyllis Wheatley, Edgar Allan Poe, Henry David Thoreau	Compare various authors from each literary movement listed in 10.1.a – 10.1.d  Various Graphic Organizers: T-charts, Venn Diagrams, Double Bubble Maps, etc.		
Throughout course	R-II-4 Propaganda; fact and opinion R-III-1 Recognize logic and arguments	10.4.c Recognize fallacious or illogical thought in informational texts 10.4.B.1 Evaluating strength of argument in informational texts 10.4.B.2 Recognizing propaganda in informational texts	Popular advertisements Examples: commercials from television, advertisements from magazines and newspaper, recruiting pamphlets, etc.		

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Throughout course	R-II-4 Propaganda; fact and opinion R-III-1 Recognize logic and arguments	10.4.b Recognize fallacious or illogical thought in editorials 10.4.B.1 Evaluating strength of argument in informational texts 10.4.B.2 Recognizing propaganda in informational texts	Newspaper editorials  Magazine features  Commentaries from television  Political based internet websites		
Throughout course	R-I-2 Determine sequence of events R-I-3 Follow directions R-II Drawing conclusions R-IV-4 Demonstrate reference material	10.3.c Read with literal and inferential comprehension a variety of informational and functional reading materials making inferences, decisions, and predictions from tables, charts, and other text features 10.3.B.1 Following complex or embedded directions 10.3.B.5 Determining sequence of events	Internet research resources used in conjunction with research papers  Encyclopedias  Newspapers  Periodicals  Glencoe Writer’s Choice text pp. 842 - 845		

	usage				
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Throughout course	R-I-2 Determine sequence of events R-I-3 Follow directions R-II-1 Drawing conclusions	10.3.d Read with literal and inferential comprehension a variety of informational and functional reading materials identifying the outcome or product of a set of directions 10.3.B.1 Following complex or embedded directions 10.3.B.4 Summarizing passages of informational and functional reading materials 10.3.B.5 Determining sequence of events	<i>Composition Re-teaching Research Paper and Report Writing text</i>  Driver’s manuals  Assembly instructions		
1 <sup>st</sup> 9 Weeks	L-I-1 Identify correct noun forms	10.12.a Demonstrate correct use of singular and plural collective nouns and words with alternate accepted forms	Glencoe Writer’s Choice text pp. 443-444  Grammar and Language Workbook pp. 47-48		

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1 <sup>st</sup> 9 Weeks	L-I-7 Identify effective use of voice	(Not in Course of Study)	Glencoe Writer’s Choice text pp 600 - 601		
1 <sup>st</sup> 9 Weeks	R-I-2 Determine sequence of events R-II-2 Draw conclusions R-II-5 Recognize summary statements R-IV Determine meaning of words	10.1.a Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts in Puritan Literature. 10.1.B.1 Using context clues to determine meaning 10.1.B.2 Identifying sequences to enhance understanding 10.1.B.3 Summarizing passages to share main ideas or events 10.1.B.4 Drawing other kinds of conclusions from recreational reading texts	<i>Of Plymouth Plantation</i> by William Bradford <i>The General History of Virginia</i> by John Smith <i>Narrative of Captivity</i> by Mary Rowlandson Anne Bradstreet Poetry “Upon the Burning of Our House” and “To my Dear and Loving Husband” Edward Taylor Poetry “Huswifery” “Sinners in the Hands of an Angry God” by Jonathan Edwards Additional Resources: Prentice Hall Teaching Resources Unit One Prentice Hall Reader’s Notebook Various Graphic Organizers for Vocabulary Development and Reading Comprehension		

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1 <sup>st</sup> 9 Weeks	R-I-1 Identify supporting details R-I-2 Determine sequence of events R-II-1 Identify main idea R-II-5 Recognize summary statements	10.3.b Read with literal and inferential comprehension a variety of informational and functional reading materials inferring cause when passage provides effect. 10.3.B.3 Determining main idea and supporting details in informational and functional reading materials 10.3.B.4 Summarizing passages of informational and functional reading materials 10.3.B.5 Determining sequence of events	“The Declaration of Independence” by Thomas Jefferson  <i>Of Plymouth Plantation</i> William Bradford  Introduction to Romantic Movement pp. 240-254 in Prentice Hall Literature text  Newspaper		

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1 <sup>st</sup> 9 Weeks	R-I-2 Determine sequence of events R-II-1 Identify main idea R-II-2 Draw conclusions R-III-2 Analyze literary elements R-II-5 Recognize summary statements	10.1.b Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts in the Age of Enlightenment Literature. 10.1.B.1 Using context clues to determine meaning 10.1.B.2 Identifying sequences to enhance understanding 10.1.B.3 Summarizing passages to share main ideas or events 10.1.B.4 Drawing other kinds of conclusions from recreational reading texts	Prentice Hall Introduction pp. 128-137 Suggested Selections: <i>The Interesting Narrative of the Life of Olaudah Equiano</i> by Equiano “The Declaration of Independence” by Thomas Jefferson <i>Poor Richard’s Almanac</i> by Benjamin Franklin  Prentice Hall Teaching Resources Unit Two Prentice Hall Reader’s Notebook Various Graphic Organizer for Vocabulary Development and Reading Comprehension		

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1 <sup>st</sup> 9 Weeks	R-I-2 Determine sequence of events R-I-3 Follow directions R-II-1 Identify main idea R-II-5 Recognize summary statements	10.3.a Read with literal and inferential comprehension a variety of informational and functional reading materials, including making inferences about effects when passage provides cause. 10.3.B.1 Following complex or embedded directions 10.3.B.2 Distinguishing author's opinion from factual statements 10.3.B.3 Determining main idea and supporting details in informational and functional reading materials 10.3.B.4 Summarizing passages of informational and functional reading materials 10.3.B.5 Determining sequence of events	Career Cruising Applications  Newspapers  Magazine articles  Various Graphic Organizers including the following: timelines, gist templates, 3-2-1 organizers, quick write, etc.		

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1 <sup>st</sup> 9 Weeks	L-I-1 Identify correct noun forms L-I-2 Identify correct noun forms L-I-3 Recognize subject-verb agreement	10.13.a Apply the correct use of subject-verb agreement with singular and plural subjects, including subjects compound in form and singular and meaning	Glencoe Writer’s Choice text pp. 613 - 632  Grammar and Language workbook pp. 161 - 177		
1 <sup>st</sup> 9 Weeks	L-I-1 Identify correct noun forms	10.13.b Apply the correct use correct use of subjects plural in form and singular in meaning	Glencoe Writer’s Choice text pp. 613 - 632  Grammar and Language workbook pp. 161 - 177		

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1 <sup>st</sup> 9 Weeks	L-III-1 Demonstrate correct sentence structure	10.13.c Apply the correct use of appositive phrases	Glencoe Writer’s Choice text pp. 525 – 526  Grammar and Language workbook pp. 91-92		
1 <sup>st</sup> 9 Weeks	R-III-1 Recognize summary, logic and arguments	10.17 Critique oral and visual presentations for fallacies in logic Examples: circular reasoning, false analogy	Peer Evaluations  Group Presentations  Teacher Feedback		

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1 <sup>st</sup> 9 Weeks	R-II-4 Propaganda; fact and opinion R-III-1 Recognize logic and arguments	10.4.a Recognize fallacious or illogical thought in essays 10.4.B.1 Evaluating strength of argument in informational texts 10.4.B.2 Recognizing propaganda in informational texts	“Common Sense” by Thomas Paine  “Federalist Papers”		
1 <sup>st</sup> 9 Weeks	L-I-V R-III-2 Analyze literary elements R-II-4 Propaganda; fact from opinion	10.7.a Write in persuasive modes using an abbreviated writing process in timed and untimed situations 10.7.B.1 Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language 10.7.B.2 Using a variety of sentence patterns Example: diagramming, parsing, or showing sentence patterns to check variety in sentence patterns 10.7.B.3 Evaluating opinions, including personal opinions, for supporting details and bias 10.7.B.4 Using active and passive voice when appropriate	Glencoe Writer’s Choice text pp. 276 – 310  Additional writing samples  Composition Handbook		

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1 <sup>st</sup> 9 Weeks	L –I-V R-III-2 Analyze literary elements R-III-3 Understand figurative language R-IV-1 Determine meaning of words	10.7.c Write in narrative mode using an abbreviated writing process in timed and untimed situations 10.7.B.1 Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language 10.7.B.2 Using a variety of sentence patterns Example: diagramming, parsing, or showing sentence patterns to check variety in sentence patterns 10.7.B.4 Using active and passive voice when appropriate	Glencoe Writer’s Choice text pp. 164-200  Additional writing samples  Composition Handbook		

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1 <sup>st</sup> 9 Weeks	L-I-V R-III-2 Analyze literary element R-III-3 Understand figurative language R-IV-1 Determine meaning of words	10.7.b Write in expository mode using an abbreviated writing process in timed and untimed situations 10.7.B.1 Critiquing content, literary elements, and word choice, including addressing clear, precise, and vivid language 10.7.B.2 Using a variety of sentence patterns Example: diagramming, parsing, or showing sentence patterns to check variety in sentence patterns 10.7.B.5 Using active and passive voice when appropriate	Glencoe Writer’s Choice text pp. 214 – 262  Additional writing samples  Composition Handbook		

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1 <sup>st</sup> 9 Weeks	L-I-4 Recognize pronoun - antecedent	10.12.b Demonstrate correct use pronoun-antecedent agreement in number and gender	Glencoe Writer’s Choice text pp. 644 - 648  Grammar and Language workbook pp. 187 – 192		
1 <sup>st</sup> 9 Weeks	L-I-6 Identify correct pronoun case	10.12.c Demonstrate correct use of nominative, objective, and possessive pronoun cases	Glencoe Writer’s Choice text pp. 637 - 643  Grammar and Language workbook pp. 181 – 186		
1 <sup>st</sup> 9 Weeks	L-III-1 Demonstrate correct sentence structure	10.13.d Apply the correct use of correlative conjunctions	Glencoe Writer’s Choice text p. 477  Grammar and Language workbook pp. 69 – 70		

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1 <sup>st</sup> 9 Weeks	L-I-5 Identify verb shifts L-V-1 Paragraph progression and completeness	10.14.a Edit for incorrect shifts in verb tense in paragraphs	Glencoe Writer’s Choice text pp. 585-599  Grammar and Language workbook pp. 317 – 318; 141 – 154		
1 <sup>st</sup> 9 Weeks	L-I-8 Determine correct use of modifiers	10.14.c Edit for incorrect use of dangling participles	Glencoe Writer’s Choice text pp. 674 - 679  Grammar and Language workbook pp. 209 – 212		
1 <sup>st</sup> 9 Weeks	L-I-8 Determine correct use of modifiers	10.14.d Edit for incorrect use of misplaced modifiers	Glencoe Writer’s Choice text pp. 674 - 679  Grammar and Language workbook pp. 209 – 212		

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1 <sup>st</sup> 9 Weeks	L-III-1 Demonstrate correct sentence structure	10.14.b Edit for incorrect use of verbals	Glencoe Writer’s Choice text pp. 82 – 85; 527 - 531  Grammar and Language workbook pp. 93 – 98; 317 – 318		

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2 <sup>nd</sup> 9 Weeks	R-I-2 Determine sequence of events R-II-2 Draw conclusions R-II-5 Recognize summary statements R-III-2 Analyze literary elements R-III-3 Understand figurative language R-IV-1 Determine meanings of words	10.1.c Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts in Romantic Literature. 10.1.B.1 Using context clues to determine meaning 10.1.B.2 Identifying sequences to enhance understanding 10.1.B.3 Summarizing passages to share main ideas or events 10.1.B.4 Drawing other kinds of conclusions from recreational reading texts	Prentice Hall Romantic Introduction “A Growing Nation” pp. 240-254 Suggested Selections: “The Devil and Tom Walker” and “Rip Van Winkle” by Washington Irving “The Tide Rises The Tide Falls” by Henry Wadsworth Longfellow “The Fall of the House of Usher,” “The Black Cat,” and “The Raven” by Edgar Allan Poe  Prentice Hall Teaching Resources Unit Three Prentice Hall Reader’s Notebook Various Graphic Organizers for Vocabulary Development and Reading Comprehension		

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2 <sup>nd</sup> 9 Weeks	R-I-2 Determine sequence of events R-II-2 Draw conclusions R-II-5 Recognize summary statements R-III-2 Analyze literary elements R-III-3 Understand figurative language R-IV-1 Determine meanings of words	10.1.d Apply both literal and inferential comprehension strategies, including drawing conclusions and making inferences about characters, motives, intentions, and attitudes in short stories, drama, poetry, novels, and essays and other nonfiction texts in Transcendentalism and Anti-Transcendentalism Literature. 10.1.B.1 Using context clues to determine meaning 10.1.B.2 Identifying sequences to enhance understanding 10.1.B.3 Summarizing passages to share main ideas or events 10.1.B.4 Drawing other kinds of conclusions from recreational reading texts	Transcendentalism: Introduction <i>Nature</i> and <i>Self-Reliance</i> by Ralph Waldo Emerson <i>Civil Disobedience</i> and <i>Walden</i> by Henry David Thoreau Emily Dickinson Poetry Anti-Transcendentalism: “The Minister’s Black Veil” and <i>The Scarlet Letter</i> by Nathaniel Hawthorne <i>Moby Dick</i> by Herman Melville  Prentice Hall Teacher’s Resource Unit 3 Prentice Hall Reader’s Notebook Various Graphic Organizers for Vocabulary Development and Reading Comprehension		

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2 <sup>nd</sup> 9 Weeks	L-IV-2 Demonstrate correct use of commas	10.11.a Demonstrate correct use of commas with parenthetical expressions	Glencoe Writer’s Choice text pp. 746, 774  Grammar and Language Workbook pp. 257 - 258		
2 <sup>nd</sup> 9 Weeks	L-IV-2 Demonstrate correct use of commas	10.11.b Demonstrate correct use of commas after introductory adverbial clauses	Glencoe Writer’s Choice text pp. 745 and 774  Grammar and Language Workbook pp. 259 – 260		
2 <sup>nd</sup> 9 Weeks	L-IV-3 Demonstrate semi-colon and colon usage	10.11.c Demonstrate correct use of semicolons before conjunctive adverbs	Glencoe Writer’s Choice text pp. 740 – 742; 774  Grammar and Language Workbook pp. 249-250		

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2 <sup>nd</sup> 9 Weeks	L-IV-3 Demonstrate semicolon and colon usage	10.11.d Demonstrate correct use of semicolons in compound sentences with no conjunction	Glencoe Writer’s Choice text pp. 740 – 742; 774  Grammar and Language Workbook pp. 249-250		
2 <sup>nd</sup> 9 Weeks	L-III-1 Demonstrate correct sentence structure L-III-2 Demonstrate internal parallelism	10.14.a Edit for incorrect shifts in verb tense in paragraphs	Glencoe Writer’s Choice text pp. 585-599  Grammar and Language workbook pp. 317 – 318; 141 – 154		

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2 <sup>nd</sup> 9 Weeks	R-IV-4 Demonstrate reference material usage	10.15.a Use the research process to document 10.15.B.1 Managing information by locating, selecting, retrieving, and evaluating primary and secondary sources while using available technology responsibly 10.15.B.2 Differentiating among plagiarized, paraphrased, and appropriately cited selections	Glencoe Writer’s Choice text pp. 336 – 340  MLA Handbook  <i>Composition Re-teaching Research Paper and Report Writing</i>		
2 <sup>nd</sup> 9 Weeks	R-IV-4 Demonstrate reference material usage	10.15.b Use the research process to organize information to support a thesis on a literary or nonliterary topic	Glencoe Writer’s Choice text pp. 336 – 340  MLA Handbook  <i>Composition Re-teaching Research Paper and Report Writing</i>		

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2 <sup>nd</sup> 9 Weeks	R-II-3 Determine cause and effect	(Not in COS)	Glencoe Writer’s Choice text pp. 819, 73, 75, 235, 233, 74, 234, 221, 929, 234, 232		