



BEDFORD COUNTY PUBLIC SCHOOLS

Tenth Grade Curriculum Guide

[Link to 9-12 Curriculum Framework](#)

CONTENT	FIRST NINE WEEKS	SECOND NINE WEEKS	THIRD NINE WEEKS	FOURTH NINE WEEKS
<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>9.1 The student will make planned oral presentations independently and in small groups.</p> <ul style="list-style-type: none"> a. Include definitions to increase clarity. b. Use relevant details to support main ideas. c. Illustrate main ideas through anecdotes and examples. d. Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. e. Use verbal and nonverbal techniques for presentation. f. Evaluate impact and purpose of presentation. g. Credit information sources. h. Give impromptu responses to questions about presentation. i. Give and follow spoken directions to perform specific tasks, answer questions, or solve problems. j. Use a variety of strategies to listen actively. k. Summarize and evaluate information presented orally by others. l. Assume shared responsibility for collaborative work. <p>9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.</p> <ul style="list-style-type: none"> a. Analyze and interpret special effects used in media messages including television, film, and Internet. 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>10.1 The student will participate in collaborate in and report on small-group learning activities.</p> <ul style="list-style-type: none"> a. Assume responsibility for specific group task. b. Collaborate in the preparation or summary of the group activity. c. Include all group members in oral presentation. d. Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose. e. Demonstrate the ability to work effectively with diverse teams to accomplish a common goal. f. Collaborate with others to exchange ideas, develop new understanding, make decisions, and solve problems. g. Access, critically evaluate, and use information accurately to solve problems. h. Evaluate one's own role in preparation and delivery of oral reports. i. Use a variety of strategies to listen actively. j. Analyze and interpret other's presentations. k. Evaluate effectiveness of group process in preparation and delivery of oral reports. <p>10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.</p> <ul style="list-style-type: none"> a. Use media visual literacy, and technology skills to create products. b. Evaluation sources including advertisements, 	<p>COMMUNICATION: SPEAKING, LISTENING, MEDIA LITERACY</p> <p>11.1 The student will make informative and persuasive presentations.</p> <ul style="list-style-type: none"> a. Gather and organize evidence to support a position. b. present evidence clearly and convincingly. c. Address counterclaims. d. Support and defend ideas in public forums. e. use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose. f. Monitor listening and use a variety of active listening strategies to make evaluations. g. Use presentation technology. h. Collaborate and report on small-group learning activities. <p>11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.</p> <ul style="list-style-type: none"> a. Use technology and other information tools to organize and display knowledge in ways others can view, use and assess. 		



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	<p>b. Determine the purpose of the media message and its effect on the audience.</p> <p>c. Describe possible cause and effect relationships between mass media coverage and public opinion trends.</p> <p>d. Evaluate sources including advertisement, editorial, and feature stories for relationships between intent and factual content.</p> <p>e. Monitor, analyze, and use multiple streams of simultaneous information.</p> <p>READING 9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>editorials, blogs, Web sites, and other media for relationships between intent, factual, content, and opinion.</p> <p>c. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>d. Identify the tools and techniques used to achieve the intended focus.</p> <p>READING 10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotation.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	<p>b. Use media, visual literacy, and technology skills to create products.</p> <p>c. Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.</p> <p>d. Determine the author’s purpose and intended effect on the audience for media messages.</p> <p>READING 11.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.</p> <p>a. Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.</p> <p>b. Use context, structure, and connotations to determine meanings of words and phrases.</p> <p>c. Discriminate between connotative and denotative meanings and interpret the connotations.</p> <p>d. Identify the meaning of common idioms.</p> <p>e. Identify literary and classical allusions and figurative language in text.</p> <p>f. Extend general and specialized vocabulary through speaking, reading, and writing.</p> <p>g. Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.</p>	



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	<p>9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.</p> <p>a. Identify author’s main idea and purpose. b. Summarize text relating supporting details. c. Identify the characteristics that distinguish literary forms. d. Use literary terms in describing and analyzing selections. e. Explain the relationships between and among elements of literature: characters, plot, setting, tone, point of view, and theme. f. Compare and contrast the use of rhyme, rhythm, sound, imagery, and other literary devices to convey a message and elicit the reader’s emotion. g. Analyze the cultural or social function of a literary text. h. Explain the relationship between the author’s styles and literary effect. i. Explain the influence of historical context on the form, style, and point of view of a written work. j. Compare and contrast author’s use of literary elements within a variety of genres. k. Analyze how an author’s specific word choices and syntax achieve special effects and support the author’s purpose. l. Make predictions, inferences, draw conclusions, and connect prior knowledge to support reading comprehension. m. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>10.4 The student will read, comprehend, and analyze literary texts of different cultures and eras.</p> <p>a. Identify main and supporting ideas. b. Make predictions, draw inferences, and connect prior knowledge to support reading comprehension. c. Explain similarities and differences of techniques and literary forms represented in literature of different cultures and eras. d. Analyze the cultural or social functions of literature. e. Identify universal themes prevalent in the literature of different cultures. f. Examine a literary selection from several critical perspectives. g. Explain the influences of historical context on the form, styles, and point of view of a literary text. h. Evaluate how an author’s specific work choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author’s purpose. i. Compare and contrast literature from different cultures and eras. j. Distinguish between a critique and a summary. k. Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices conveys a message and elicit a reader’s emotions. l. Compare and contrast character development in a play to characterization in other literary forms. m. Use reading strategies to monitor comprehension throughout the reading process.</p>	<p>11.4 The student will read, comprehend, and analyze relationships among American literature, history, and culture.</p> <p>a. Describe contributions of different cultures to the development of American literature. b. Compare and contrast the development of American literature in its historical context. c. Discuss American literature as it reflects traditional and contemporary themes, motifs, universal characters, and genres. d. Analyze the social or cultural function of American Literature. e. Analyze how context and language structures convey and author’s intent and viewpoint. f. Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject, mood, and theme. g. Explain how imagery and figures of speech appeal to the reader’s senses and experiences. h. Explain how an author’s specific word choices, syntax, tone, and voice support the author’s purpose. i. Read and analyze a variety of American dramatic selections. j. Analyze the use of literary elements and dramatic conventions including verbal, situational and dramatic irony used in American literature. k. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p>	



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<p>9.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a. Recognize an author’s intended purpose for writing and identify the main idea.</p> <p>b. Summarize text relating supporting details.</p> <p>c. Understand the purpose of text structures and use those features to locate information and gain meaning from texts.</p> <p>d. Identify characteristics of expository, technical, and persuasive texts.</p> <p>e. Identify a position/argument to be confirmed, disproved, or modified.</p> <p>f. Evaluate clarity and accuracy of information.</p> <p>g. Analyze and synthesize information in order to solve problems, answer questions, or complete a task.</p> <p>h. Draw conclusions and make inferences on explicit and implied information using textual support as evidence.</p> <p>i. Differentiate between fact and opinion.</p> <p>j. Organize and synthesize information from sources for use in written and oral presentations.</p> <p>k. Use the reading strategies to monitor comprehension throughout the reading process.</p> <p>WRITING</p> <p>9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.</p> <p>a. Generate, gather, and organize ideas for writing.</p> <p>b. Plan and organize writing to address a specific audience and purpose.</p>	<p>10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.</p> <p>a. Identify text organization and structure.</p> <p>b. Recognize an author’s intended audience and purpose for writing.</p> <p>c. Skim manuals or informational sources to locate information.</p> <p>d. Compare and contrast informational texts.</p> <p>e. Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.</p> <p>f. Draw conclusions, and make inferences on explicit and implied information using textual support as evidence.</p> <p>g. Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.</p> <p>h. Use reading strategies throughout the reading process to monitor comprehension.</p> <p>WRITING</p> <p>10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.</p> <p>a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <p>b. Synthesize information to support the thesis.</p>	<p>11.5 The student will read and analyze a variety of nonfiction texts.</p> <p>a. Use information from texts to clarify understanding of concepts.</p> <p>b. Read and follow directions to complete an application for college admission, for a scholarship, or for employment.</p> <p>c. Generalize ideas from selections to make predictions about other texts.</p> <p>d. Draw conclusions and make inferences on explicit and implied information using textual support.</p> <p>e. Analyze two or more texts addressing the same topic to identify author’s purpose and determine how authors reach similar or different conclusions.</p> <p>f. Identify false premises in persuasive writing.</p> <p>g. Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.</p> <p>h. Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.</p> <p>WRITING</p> <p>11.6 The student will write in a variety of forms, with an emphasis on persuasion.</p> <p>a. Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.</p> <p>b. Produce arguments in writing developing a thesis that demonstrates knowledgeable</p>		



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	<p>c. Communicate clearly the purpose of the writing using a thesis statement where appropriate.</p> <p>d. Write clear, varied sentences using specific vocabulary and information.</p> <p>e. Elaborate ideas clearly through word choice and vivid description.</p> <p>f. Arrange paragraphs into a logical progression.</p> <p>g. Use transitions between paragraphs and ideas.</p> <p>h. Revise writing for clarity of content, accuracy and depth of information.</p> <p>i. Use computer technology to plan, draft, revise, edit, and publish writing.</p>	<p>c. Elaborate ideas clearly through word choice and vivid description.</p> <p>d. Write clear and varied sentences, clarifying ideas with precise and relevant evidence.</p> <p>e. Organize ideas into a logical sequence using transitions.</p> <p>f. Revise writing for clarity of content, accuracy, and depth of information.</p> <p>g. Use computer technology to plan, draft, revise, edit, and publish writing.</p>		<p>judgments, addresses counterclaims, and provides effective conclusions.</p> <p>c. Organize ideas in a sustained and logical manner.</p> <p>d. Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.</p> <p>e. Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.</p> <p>f. Revise writing for clarity of content, accuracy and depth of information.</p> <p>g. Use computer technology to plan, draft, revise, edit, and publish writing.</p> <p>h. Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.</p>
	<p>9.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.</p> <p>b. Use parallel structures across sentences and paragraphs.</p> <p>c. Use appositives, main clauses, and subordinate clauses.</p> <p>d. Use commas and semicolons to distinguish and divide main and subordinate clauses.</p> <p>e. Distinguish between active and passive voice.</p> <p>f. Proofread and edit writing for intended audience</p>	<p>10.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. Distinguish between active and passive voice.</p> <p>b. Apply rules governing use of the colon.</p> <p>c. 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.</p> <p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Analyze the writing of others.</p> <p>f. Describe how the author accomplishes the intended purpose of a piece of writing.</p> <p>g. Suggest how writing might be improved.</p>		<p>11.7 The student will self-and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.</p> <p>a. 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.</p> <p>b. Use verbals and verbal phrases to achieve sentence conciseness and variety.</p> <p>c. Distinguish between active and passive voice.</p> <p>d. Differentiate between in-text citations and works cited on the bibliography page.</p> <p>e. Adjust sentence and paragraph structures for a variety of purposes and audiences.</p> <p>f. Proofread and edit writing for intended audience</p>



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<p>and purpose.</p> <p>RESEARCH 9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product. a. Use technology as a tool for research to organize, evaluate, and communicate information. b. Narrow the focus of a search. c. Find, evaluate, and select appropriate sources to access information and answer questions. d. Verify the validity and accuracy of all information. e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f. Credit the sources of quoted, paraphrased, and summarized ideas. g. Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		<p>h. Proofread and edit final product for intended audience and purpose.</p> <p>RESEARCH 10.8 The student will collect, evaluate, organize, and present information to create a research product. a. Use technology as a tool to research, organize, evaluation, synthesize, and communicate information. b. Develop the central idea or focus. c. Verify the accuracy, validity, and usefulness of information. d. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. e. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). f. Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>		<p>and purpose.</p> <p>RESEARCH 11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product. a. Use technology as a tool to research, organize, evaluate, and communicate information. b. Narrow a topic and develop a plan for research. c. Collect information to support a thesis. d. Critically evaluate quality, accuracy, and validity of information. e. Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias. f. Synthesize and present information in a logical sequence. g. Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA). h. Revise writing for clarity of content, accuracy, and depth of information. i. Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure. j. Define the meaning consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.</p>



General Instructional Resources and Expectations for Teaching Language Arts in Tenth Grade

Communication: Speaking, Listening, Media Literacy

At the tenth-grade level, students will become skilled communicators in small-group learning activities. Students will participate in, collaborate in, and report on small-group learning activities. They will also examine and critique the overall effectiveness of the group process. They will use grammatically correct language that is appropriate to the topic, audience, and purpose. In addition, students will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Reading

At the tenth-grade level, students will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts. They will read, comprehend, critique, and analyze a variety of literary works from various cultures and eras. They will interpret nonfiction materials. Students will learn to apply critical reading skills across the content areas, including history and social science, science, and mathematics. When selecting texts, teachers will consider appropriateness of subject and theme as well as text complexity.

Writing

At the tenth-grade level, students will develop their persuasive, expository, and analytical writing skills. They will synthesize information to support a thesis, provide elaboration, and organize ideas logically. They will demonstrate understanding by applying a writing process in developing written products. They will revise writing for clarity of content and edit for correct use of language, sentence formation, punctuation, capitalization, and spelling as part of the writing process.

Research

At the tenth-grade level, students will develop skills in accessing, evaluating, organizing, and presenting information in the research process. Students will verify the validity of all information and follow ethical and legal guidelines for using and gathering information. They will also credit sources for quoted and paraphrased information, using a standard method of documentation. Students will present writing in a format appropriate for audience and purpose.

Excerpts taken from the 2010 VDOE Curriculum Framework



General Instructional Resources

VDOE Resources

[Curriculum Framework and Test Blueprints \(Reading and Writing\)](#)
[Enhanced Scope and Sequence Lesson Plans](#)
[VADOE Spring 2013 SOL Student Performance Analysis](#)
[SOL Online Writing Resources - VADOE](#)
[Understand Scoring](#)
[VADOE Text-dependent Questions Using Paired Passages](#)
[Virginia English SOL/Common Core Crosswalk](#)

Instructional Resources

[Laying the Foundation](#)
[ReadWriteThink.org](#)
[Thinkfinity.org](#)
[NBC Learn](#)
[Expert Space](#)

- *If you have not created your own Expert Space account, use this [link](#).*



LIBRARY OF CONGRESS

- Primary and Secondary resources [lesson plans](#)

Project-Based Learning (PBL): The Better Way to Learn

- What is [Project-Based Learning](#)?
- How can [Project-Based Learning](#) be used to personalize learning?
- [PBL Lessons Link 1](#)
- [PBL Lessons Link 2](#)

Additional Text Resources

[Project Gutenberg](#)
[Eyewitness to History](#)
[Famous Speeches and Speech Topics](#)
[Lesson plans for literature, social studies, history, art, and culture](#)
[Read Works](#)
[Short passages: fiction/nonfiction/paired passages/poetry/writing](#)
[Twelve poems every student should know](#) (including notes on interpretation)
[A variety of text types: stories, articles, etc.](#)

BCPS Resources

[Book Request Form](#)
[Novel Opt Out Form](#)
[Thinking Map Samples](#) (requires BCPS server access)
[TEI Samples and Templates](#) (requires BCPS server access)
[Unpacking the Standards](#)



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<p><u>READING</u></p> <p>(Click the above link for suggested titles)</p> <p>↑ Above Grade Level ↔ At Grade Level ↓ Below Grade Level</p> <p>NEW Fiction Performance Assessments:</p> <ul style="list-style-type: none"> • Lamb to the Slaughter 	<p><u>Fiction and Non-fiction</u> <i>All genres (fiction, non-fiction, and poetry) should be used while teaching the skills. Use paired passages.</i></p> <p><u>Focus of Differentiation:</u> Tone and Mood</p> <p>Works for Focus of Differentiation: ↑ "And of Clay Are We Created" pg. 257 ↔ "Contents of A Dead Man's Pocket" pg. 4 ↓ "Catch the Moon" pg. 234</p> <p>Short Stories Holt Elements of Literature 4th Course Other Teacher Selections</p> <p>Novel Non-fiction passages pulled from a variety of current sources, such as NBC Learn Poetry (related to thematic concepts in anchor selections)</p> <p><u>Standards Addressed:</u> 10.3, 10.4, 10.5</p> <p>Read and comprehend text Identify universal themes</p>	<p><u>Poetry and Non-fiction</u> <i>All genres (fiction, non-fiction, and poetry) should be used while teaching the skills. Use paired passages.</i></p> <p><u>Focus of Differentiation:</u> Imagery</p> <p>Works for Focus of Differentiation: ↑ "Shall I Compare Thee to a Summer's Day" pg. 494 ↔ "Same Song" pg. 462 ↓ "Ode to My Socks"</p> <p>Selected Poetry Holt Elements of Literature 4th Course Other Teacher Selections</p> <p>Novel Non-fiction passages pulled from a variety of current sources, such as NBC Learn</p> <p><u>Standards Addressed:</u> 10.3, 10.4, 10.5</p> <ul style="list-style-type: none"> • Include strands addressed in 1st nine weeks standards • Compare and contrast poetic devices 	<p><u>Drama and Non-fiction</u> <i>All genres (fiction, non-fiction, and poetry) should be used while teaching the skills. Use paired passages.</i></p> <p><u>Focus of Differentiation:</u> Dramatic Conventions</p> <p>Works for Focus of Differentiation: ↑ A Midsummer Night's Dream ↔ Julius Caesar ↓ The Brute</p> <p>Shakespearean Drama Julius Caesar Other Teacher Selections (One short play and one longer work)</p> <p>Novel Non-fiction passages pulled from a variety of current sources, such as NBC Learn</p> <p>Poetry (related to thematic concepts in anchor selections)</p> <p><u>Standards Addressed:</u> 10.3, 10.4, 10.5</p> <ul style="list-style-type: none"> • Include strands addressed in 	<p><u>Non-fiction and Fiction</u> <i>All genres (fiction, non-fiction, and poetry) should be used while teaching the skills. Use paired passages.</i></p> <p><u>Focus of Differentiation:</u> Legend Versus Myth</p> <p>Works for Focus of Differentiation: ↑ "Sigurd, The Dragon Slayer" pg. 675 ↔ "Theseus" pg. 662 ↓ "The Sword and the Stone" pg. 645 or "The Tale of Sir Launcelot du Lake" pg. 652</p> <p>Informational Materials Newspapers, magazines, workplace documents, etc. (see concepts below) Legends, Fables, and Myths</p> <p><u>Standards Addressed:</u> 10.3, 10.4, 10.5</p> <ul style="list-style-type: none"> • Include strands addressed in 1st 2nd and 3rd nine weeks standards <p>Compare and contrast literature from different cultures and eras</p>



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	<p>prevalent in the literature of different cultures</p> <p>Make predictions</p> <p>Draw inferences</p> <p>Connect prior knowledge</p> <p>Annotation</p> <p>Explain similarities and differences in literary forms, historical context on form, style, and point of view</p> <p>Examine literary selection from critical perspectives</p> <p>Evaluate diction, syntax, tone, voice for intended meaning, effect and purpose</p> <p>Use reading strategies to monitor comprehension</p> <p>Analyze the cultural and social function of literature</p> <p>Use context clues to determine meaning</p> <p>Extend vocabulary</p> <p>Use knowledge to comprehend text</p> <p>Identify texts and organizational structure</p> <p>Recognize intended audience and purpose</p> <p>Draw conclusions and make inferences using textual support as evidence</p>	<ul style="list-style-type: none"> Compare and contrast literature from different cultures <p><u>Concepts</u></p> <p>Poetry Terms: (LTF Lesson)</p> <p>Tone</p> <p>Mood</p> <p>Speaker</p> <p>Diction</p> <p>Denotation/Connotation</p> <p>Theme</p> <p>Imagery</p> <p>Allusion</p> <p>Alliteration</p> <p>Metaphor & Extended</p> <p>Lyric poetry</p> <p>Simile & Extended</p> <p>Personification</p> <p>Onomatopoeia</p> <p>Apostrophe</p> <p>Sonnet</p> <p>Quatrain</p> <p>Couplet</p> <p>Blank verse</p> <p>Rhyme (scheme & internal)</p> <p>End rhyme</p> <p>Rhythm</p> <p>Stanza</p> <p>Ode</p> <p>Parody</p>	<p>1st and 2nd nine weeks standards</p> <ul style="list-style-type: none"> Compare and contrast character development in a play to characterization in other literary forms <p>Explain use of aside, soliloquies, and monologues</p> <p>Distinguish between a critique and a summary</p> <p><u>Concepts:</u></p> <p>Drama Terms:</p> <p>Plot</p> <p>Drama</p> <p>Tragedy</p> <p>Comedy</p> <p>Tragic hero</p> <p>Tragic flaw</p> <p>Stage directions</p> <p>Irony (dramatic, situational, verbal)</p> <p>Iambic pentameter</p> <p>Blank verse</p> <p>Anachronism</p> <p>Soliloquy</p> <p>Monologue</p> <p>Aside</p> <p>Pun</p> <p>Foreshadowing</p> <p>Archaic words</p>	<p>Critique</p> <p>Analyze and apply information contained in informational materials such as warranties, contracts, applications, etc.</p> <p>Skim informational sources for information</p> <p>Compare and contrast informational texts (advertisements with instructional manuals and warranties)</p> <p>Interpret and use data and information in maps, charts, graphs, etc.</p> <p>Reading strategies to monitor comprehension</p> <p><u>Concepts:</u></p> <p>Literary Terms</p> <ul style="list-style-type: none"> plot: exposition, rising actions, climax, falling action & resolution internal/external conflict (LTF) suspense chronological order setting universal theme, character, setting archetypes



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	<p>Solve problems, answer questions, generate new knowledge</p> <p><u>Concepts</u> Literary Terms plot, exposition, rising actions, climax, falling action & resolution internal/external conflict (LTF) suspense chronological order setting theme imagery figurative language simile metaphor personification alliteration genre fiction prose poetry drama flashback foreshadowing atmosphere mood narrator character</p>	<p>Repetition Free Verse Ballad Symbol Iambic pentameter Idiom Assonance Consonance Meter Refrain Rhythm</p> <p><u>Sample Rubrics</u></p> <ul style="list-style-type: none"> • Unit reflection • Class journal <p><u>Extended Vocab Development</u></p> <p>syntax affixes roots synonyms antonyms cognates</p> <p>Suggested Activities/Assessments</p>	<p>Character Foil Audience Turning point Persuasive techniques (sensory appeals, emotional logical, ethical appeals, loaded words) (LTF) Rhetorical question</p> <p><u>Sample Rubrics</u></p> <ul style="list-style-type: none"> • Letter to main character <p><u>Extended Vocab Development:</u></p> <p>syntax affixes roots synonyms antonyms cognates</p> <p>Suggested Activities/Assessments</p>	<ul style="list-style-type: none"> • imagery • figurative language • simile • metaphor • personification • alliteration • genre • fiction • prose • flashback • foreshadowing • atmosphere • mood • narrator • point of view (LTF) • first person POV • third person limited POV • omniscient POV • allusion • tone • satire • frame story • parable • folk lore • fable • myth • legend • romance • fairy tale • irony (situational, dramatic,



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	<p>point of view (LTF) first person POV third person limited POV omniscient POV allusion tone satire (second lesson) frame story parable irony (situational, dramatic, verbal) (LTF) symbolism</p> <p><u>Sample Rubrics</u> Biographies Character analysis Literary analysis</p> <p><u>Extended Vocab Development</u> syntax idiom affixes roots synonyms antonyms cognates connotation denotation diction</p> <p>Suggested</p>			<p>verbal) (LTF)</p> <ul style="list-style-type: none"> ● symbolism ● accuracy ● attitude ● audience ● bias ● business letter format ● consumer documents ● consumer website ● contract ● workplace documents ● evaluating evidence ● 5 W-How questions? ● Graphs, charts, instructions ● Legal documents ● Product information ● Reference materials ● Technical directions and documents ● Media sources <p><u>Sample Rubrics</u></p> <ul style="list-style-type: none"> ● Book Report <p><u>Extended Vocab Development:</u> syntax idiom affixes roots synonyms antonyms</p>



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	Activities/Assessments			cognates connotation denotation diction Suggested Activities/Assessments
WRITING	<p><u>Narrative/Descriptive Writing</u> Practice SOL writing prompt required per nine weeks</p> <p><u>Standards Addressed:</u> 10.6 and 10.7</p> <p>Sample Rubric</p> <p><u>Base Skills:</u> Develop variety of writings Persuade Interpret Analyze Compare/contrast Evaluate Generate, gather, plan, & organize ideas Synthesize information Elaborate Write clear & varied sentences Organize ideas Revise writing Use documentation and apply</p>	<p><u>Persuasive Writing</u> Practice SOL writing prompt required per nine weeks (can be a persuasive prompt)</p> <p><u>Standards Addressed:</u> 10.6 and 10.7</p> <p>Sample Rubric</p> <p><u>New Skills:</u> Include base skills Translate concepts into simpler terms Distinguish between active and passive voice (LTF) Describe intended purpose</p> <p><u>Concepts:</u> Persuasive Writing (LTF) Fact versus opinion Logical, ethical and emotional appeal Issue</p>	<p><u>Research/Synthesis Writing</u> Allow 3-4 weeks for a research paper/product</p> <p>Sample Rubric</p> <p><u>Standards Addressed:</u> 10.6, 10.7, and 10.8</p> <p><u>New Skills:</u> Include base skills Use technology as a tool Research, organize, evaluate, synthesize, & communicate information Develop central idea Verify the accuracy, validity, & usefulness of information Gather information from diverse sources Identify misconceptions, main and supporting ideas, point of view, bias Cite/credit sources (MLA/APA)</p>	<p><u>Technical/Expository Writing</u> Practice SOL writing prompt required per nine weeks (can be a expository prompt)</p> <p>Sample Rubric</p> <p><u>Standards Addressed:</u> 10.6, 10.7</p> <p><u>New Skills:</u> Continue developing base skills</p> <p><u>Concepts:</u> Business and other workplace letters Memos Email messages Instructions Brochures Proposals Resumes Sentence formation practices Use of the colon in sentences</p>



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	<p>rules of formatting (MLA/APA) Apply rules of grammar Differentiate between in-text citations and works cited Suggest improvements Proofread Edit Prepare final product Explain concepts in literature and other disciplines Translate concepts into simpler terms</p> <p>Concepts: 5 paragraph format Thesis Transition Elaboration Research Sentence fragment Run-on sentences Parts of speech review Practice SOL Writing Prompt Suggested Activities/Assessments</p> <p><u>Testing</u> STAR Reading Assessment (beginning of nine weeks) BCPS Common Assessment #1 (end of nine weeks)</p>	<p>Bias Evidence Logic and fallacies Sentence formation practices with a focus on using sentence variety in writing. Introduce sentence types and how to use a variety of types in writing Active/passive voice</p> <p>Suggested Activities/Assessments</p> <p><u>Testing</u> Mid term Exams</p>	<p>Define plagiarism Understand consequences of plagiarism Present information</p> <p>Concepts: Narrowing a topic Purpose Audience Bias Tone Central idea Research questions MLA or APA format Documentation Citing Thesis statement Organization Bibliography Works cited Integrating quotations Summary/paraphrase Evaluating sources Revising Publishing and presenting Plagiarism</p> <p>Suggested Activities/Assessments</p> <p><u>Testing</u> BCPS Common Assessment #2</p>	<p>Active and passive voice Avoiding sexist language Suggested Activities/Assessments</p> <p><u>Testing</u> STAR Reading Assessment (Beginning of nine weeks) Final Exams (end of nine weeks)</p>



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			(Beginning of nine weeks) BCPS Common Assessment #3 (End of nine weeks – cumulative)	

See http://www.doe.virginia.gov/testing/sol/practice_items/index.shtml for SOL test practice items and paired reading passages.

Communication	<p><u>Standards Addressed:</u> 10.1 and 10.2</p> <p>Instruction should provide opportunities for students to practice with these skills all year long.</p> <p>All students should understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill.</p> <p>All students should</p> <ul style="list-style-type: none"> ● recognize that media messages express a viewpoint and contain values. ● understand that there is a relationship between the author’s intent, the factual content, and opinion expressed in media messages. ● understand the purposeful use of persuasive language and word connotations convey viewpoint and bias.
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<p>TECHNOLOGY</p> <p>Internet Safety: 1st Nine Weeks 2nd Nine Weeks 3rd Nine Weeks 4th Nine Weeks</p>	<p>Incorporate one new technology tool each nine weeks. (Not all technology available at each school). See ITRTs for lesson ideas and assistance. Click here for other ideas for technology and web tools.</p> <p>Suggested Activities:</p> <p>iPod Touch/iPads Vocabulary and grammar activities Drama – Act by act study guides of select works Collage activities Voice Memo: Collaborative Story building Audiobooks News articles and current events Analysis of tone, mood, and theme through music Podcasts Apps for Educators</p> <p>SmartBoard Interactive lessons Review games Proofreading and editing Pre-made SmartBoard Lessons</p> <p>Senteo/CPS Response Clickers Multiple choice quizzes, tests, practice Class polling Class assessments Review games Newer models – open response (short answer) questions</p>
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	<p>Flip Cameras/Digital Cameras Class commercials Video projects Digital photography lessons Digital storytelling</p> <p>Laptop Cart (PCs and Macs Available) In class writing and research Windows Movie Maker and iMovie – video projects Student created Podcasts Photostory and iPhoto – student created photo books</p> <p>Mobi Slate/Airliner Tablet Proofreading and editing Scanning meter in poetry</p> <p>GPS Units Interactive lessons for kinesthetic learners Geocaching lessons</p> <p>Web 2.0 Tools Glogster – Student Created Digital Posters Wall Wisher – Collaborative digital bulletin board Type with Me – Students can type on the same document from different computers in real time Bubbl - Digital brainstorming Livebinders – Organization of online resources (a digital three ring binder) Wordle and Tagxedo – Student created “word clouds” 60 Second Recap – anticipatory and review activities for literature – lead into student created recaps Make Beliefs Comix – Student created comic strips StoryBird – Art Inspired Digital Storytelling</p>
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	<p>Prezi – Student created presentations Voki – Online avatar and movie creator XtraNormal – Online movie creator Wikis Blogs</p>
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