English 10 Curriculum Pacing Guide	Montgomery County Public Schools
Quarter 1 & 2	Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)

10.1   The student will participate in, collaborate in, and report on small-group learning activities.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
Communication: Speaking and Listening Students will become skilled communicators in small-group learning activities. Students will also examine and critique the overall effectiveness of the group process.	**a) Assume responsibility for specific group tasks.** • assume shared responsibility for collaborative work. **b) Collaborate in the preparation or summary of the group activity.** • respond thoughtfully by summarizing points of agreement and disagreement, qualifying views and understanding. • Individual students will actively contribute to group activities. **c) Include all group members in oral presentation.** • Individual students will actively participate in small-group oral presentations. **d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.** • use grammatically correct language. **e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.** • collaborate with peers to set rules for group presentations and discussions, set clear goals and deadlines, and define individual roles as needed. • engage others in a conversation by posing and responding to questions in a group situation. • understand that small group collaboration exists beyond the classroom and their ability to effectively participate is an essential skill. • exercise flexibility and willingness in making compromises to accomplish a common goal. **f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.** • exercise flexibility and willingness in making compromises to accomplish a common goal.	Such as: • communication • collaboration • problem solving • evaluate • interpreting • summarize • tone • audience • purpose	• communication • 21st Century media/Literacy Such as: • literature circles • sharing tasks

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10.2   The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
Communication: Media Literacy Students will analyze, produce, and examine similarities and differences between visual and verbal media messages.	a) **Use media, visual literacy, and technology skills to create products.** • Students will continue to create products that reflect their expanding knowledge of media and visual literacy. b) **Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.** • Students will continue to develop media literacy by comparing and contrasting visual and verbal media messages. • analyze, compare, and contrast visual and verbal media messages for content (word choice and choice of information), intent (persuasive techniques), impact (public opinion trends), and effectiveness (effect on the audience). • identify and analyze the sources and viewpoint of publications.	Such as: • bias • opinion • propaganda • ethos • pathos • fallacies	Such as • political ads, editorials • thinking critical • create product – such as: poster, essay, presentation, PSA's

English 10 Curriculum Pacing Guide — **Montgomery County Public Schools**

Quarter 1 & 2 — Pacing: **4X4 Block (4.5 weeks)** **A/B Block and Traditional (9 weeks)**

10.3   The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information

Reading: Vocabulary Development
 	
Students will increase their independence as learners of vocabulary
	a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
	  • use roots or affixes to determine or clarify the meaning of words.
	  • use prefixes, suffixes, roots, derivations, and inflections of polysyllabic words to determine meaning and relationships among related words.
	  • Teachers should use a study of cognates, words from the same linguistic family, to enhance vocabulary instruction. Cognates can occur within the same language or across languages night (English), nuit (French), Nacht (German), nacht (Dutch), nicht (Scots), natt (Swedish, Norwegian), nat (Danish), raat (Urdu), nátt (Faroese), nótt (Icelandic), noc (Czech, Slovak, Polish).
	Learning Intentions
	The student will understand complex words by
	  • Analyzing roots and affixes through structural analysis
	  • Comparing and contrasting synonyms and antonyms
	  • Using cognates to infer the meaning of unknown words
	
	b) Use context, structure, and connotations to determine meanings of words and phrases.
	  • interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
	  • use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	  • identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
	  • use word structure to analyze and relate words.
	  • recognize that words have nuances of meaning and that understanding the connotations may be necessary to determine the appropriate meaning.
	  • use context and connotations to help determine the meaning of synonymous words and appreciate an author's choices of words and images.
	Learning Intentions
	The student will infer the meaning of words, phrases, and figures of speech by
	
	  • Analyzing context clues based on signal words, direct definition, and description/examples
	  • Recognizing that words have nuances of meaning and that understanding
		Such as:
		  • roots
		  • prefixes
		  • synonyms
		  • connotation
		  • denotation
		  • idiom
			Such as:
			  • weekly vocabulary
			  • in-text vocabulary
			  • structural analysis
			
			Connotation is subjective cultural and emotional. A stubborn person may be described as being either *strong-willed* or *pig-headed*. They have the same literal meaning (i.e., *stubborn*). *Strong-willed* connotes admiration for the level of someone's will, while *pig-headed* **connotes** frustration in dealing with someone. **Denotation** is a dictionary definition of a word.
			Idiom is an expression peculiar to a particular language or group of people that means something different from the dictionary definition (e.g., blessing in disguise, chip on your shoulder)

connotations may be necessary to determine the appropriate meaning

c) **Discriminate between connotative and denotative meanings and interpret the connotation.**
   - analyze connotations of words with similar denotations.

Learning Intentions
The student will analyze the connotation of words with similar denotations by comparing and contrasting the denotation and connotation

d) **Identify the meaning of common idioms.**
   - demonstrate an understanding of idioms.

Learning Intentions
The student will infer the meaning of common idioms by using context clues, prior knowledge, and reference materials

English 10 Curriculum Pacing Guide	Montgomery County Public Schools
Quarter 1 & 2	**Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)**

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information

10.4   The student will read, comprehend, and analyze literary texts of different cultures and eras.
 	
Reading Comprehension
 	
Students will know the ways that literature is defined by a variety of literary works, themes, and universal themes. They will read a wide range of literary genres from different cultures and time periods in order to gain an appreciation of various cultural histories and recognize similarities in images and themes that connect all peoples.
	a) **Identify main and supporting ideas.**
	
	b) **Make predictions, draw inferences, and connect prior knowledge to support reading comprehension.**
	  • construct meaning from text by making connections between what they already know and the new information they read.
	
	c) **Explain similarities and differences of techniques and literary forms represented in the literature of different cultures and eras.**
	  • compare and contrast a variety of literary works from different cultures and eras, including:
	    - short stories;
	    - poems;
	    - plays;
	    - novels;
	    - essays; and
	    - narrative nonfiction.
	  • explain similarities and differences among literary genres from different cultures, such as:
	    - haikus;
	    - sonnets;
	    - fables;
	    - myths;
	    - novels;
	    - graphic novels; and
	    - short stories.
	  • understand that literature is universal and influenced by different cultures and eras.
	  • analyze the different functions that characters play in a literary text (e.g., antagonist, protagonist, foil, tragic hero).
	
	d) **Analyze the cultural or social function of literature.**
	
	e) **Identify universal themes prevalent in the literature of different cultures.**
	
	f) **Examine a literary selection from several critical perspectives.**
	  • examine a literary selection from several different critical perspectives
	  • interpret and paraphrase the meanings of selected poems.
	
	g) **Explain the influence of historical context on the form, style, and point of view of a literary text.**
	  • analyze works of literature for historical information about the period in which
		Elements of Literature
		
		Such as:
		  • plot
		  • characterization
		  • protagonist
		  • antagonist
		  • critical perspectives
		  • inference
		  • context
			Universal Themes such as:
			  • redemption
			  • coming of age
			  • loss of innocence
			  • struggle with self
			  • disillusionment with life
			  • the effects of progress
			  • power of nature
			  • alienation and isolation
			  • honoring the historical past
			  • good overcoming evil
			  • the great journey
			  • noble sacrifice
			
			Archetypes such as:
			  • hero/heroine
			  • trickster
			  • faithful companion
			  • outsider/outcast
			  • innocent
			  • villain
			  • Earth mother
			  • rebel
			  • misfit
			  • scapegoat
			
			Critical Perspectives such as:
			  • Feminist
			  • Psycho-analytical
			  • Marxist
			  • Post-colonial

they were written.

h)   Evaluate how an author's specific word choices, syntax, tone, and voice shape the intended meaning of the text, achieve specific effects and support the author's purpose.
  - analyze the use of dialogue, special effects, music, and set to interpret characters.
  - analyze a case in which a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, irony, sarcasm, understatement).
  - analyze how an author achieves specific effects and purposes using literary devices and figurative language (e.g., understatement, mood, allusion, allegory, paradox, irony, tone).

i)   Compare and contrast literature from different cultures and eras.
  - analyze a particular point of view or cultural experience reflected in a literary work.
  - describe common archetypes that pervade literature

j)   Distinguish between a critique and a summary.
  - understand the difference between a critique and a summary:
    - A summary restates what one just read in one's own words, and presents only main details, and maintains an objective voice.
    - A critique analyzes what was read, offers interpretations, judgments, and evidence for support.

k)   Compare and contrast how rhyme, rhythm, sound, imagery, style, form, and other literary devices convey a message and elicit a reader's emotions.
  - compare and contrast literary devices in order to convey a poem's message and elicit a reader's emotions.
  - understand that poets use techniques to evoke emotion in the reader.
  - understand techniques poets use to evoke emotion in the reader.
  - compare and contrast poetic elements that poets use to evoke an emotional response.
  - read and analyze poetry, focusing on rhyme, rhythm, and sound.
  - understand rhyme, rhythm, and sound elements.

l)   Compare and contrast character development in a play to characterization in other literary forms.
  - analyze how relationships among a character's actions, dialogue, physical

Some reading strategies may include the following:

Before reading:
- Set a purpose
- Activate prior knowledge, brainstorm, map/web/cluster, small group discussion. This about what I know
- Make predications
- Develop questions to be answered

During reading:
- Look for key words
- Take notes
- Pause and check predictions made before reading
- Ask question of myself such as Does this make sense? Do I understand what I'm reading? Pause and summarize in my head while I'm reading

After reading:
- Create a graphic representation of what I read.
- Retell the story.

	attributes, thoughts, feelings, and other characters reveal nuances of character (e.g., beliefs, values, social class, and gender roles) and advance the plot. • identify and describe dramatic conventions. • evaluate how asides, monologues, and soliloquies focus on single characters, giving insight into their thinking and providing the audience with a deeper understanding of the play. • explain ways that characterization in drama differs from that in other literary forms. m) **Use reading strategies to monitor comprehension throughout the reading process.** • use reading strategies to improve comprehension and to achieve the purposes for reading: predicting and adjusting predictions; questioning the text; restating main ideas and summarizing supporting details; and close reading. • demonstrate understanding of selected poems. • use a variety of reading strategies such as text • annotation, QAR (Question-Answer Relationship), thinking aloud, etc. • Close reading entails close observation of the text, including annotating, determining all word meanings including connotations, syntax, and structure. It also involves paying close attention to figures of speech, and other features that contribute to a writer's style. Close reading also involves reflecting on deeper meanings of text including considering relationships to other texts or social or cultural history. • Students will interpret and paraphrase the meanings of poems to demonstrate understanding of the poems.		- Search out answers to unanswered questions. - Answer questions developed before reading.

10.5   The student will read, interpret, analyze and evaluate nonfiction texts.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information
Students need to be skilled readers of nonfictional texts and technical manuals and have the ability to apply different reading strategies when engaging with a variety of such materials.	**a) Identify text organization and structure.** • identify the different formats and purposes of informational and technical texts. • know that informational and technical writing is often non-linear, fragmented, and graphic-supported. **Learning Intentions** The student will identify text organization and structure ▪ types of order: chronological, spatial, order of importance, point by point **b) Recognize an author's intended audience and purpose for writing.** • identify the main idea(s) in informational text. • identify essential details in complex informational passages. • understand that background knowledge may be necessary to understand handbooks and manuals. • analyze how authors use rhetoric to advance their point of view. **Learning Intentions** The student will recognize an author's intended audience and purpose for writing. ▪ purpose: descriptive, expository, narrative, persuasive ▪ diction, tone **c) Skim manuals or informational sources to locate information.** • locate specific information in manuals or other informational sources by using strategies such as skimming, summarizing, and highlighting. **Learning Intentions** The student will skim manuals or informational sources to locate information. ▪ discriminate between essential and nonessential parts of the text **d) Compare and contrast informational texts.** • understand how format and style in informational text differ from those in narrative and expository texts. **Learning Intentions** The student will compare and contrast informational texts. ▪ analyze texts using strategies such as pro/con chart, Venn diagram, note taking **e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.** • interpret and understand information presented in maps, charts, timelines, tables, and diagrams	Text Structures • bolded words • headings • sub headings • skim • compare/contrast • infer • explicit/implicit • fact/opinion • analyze • synthesize	Concepts of Non-fiction • main idea and details • author's purpose • audience Reading Strategies • patterns of organization • background knowledge • reviewing, predicting • annotations self-questioning/monitoring

Learning Intentions

The student will interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.

- translate visual, numeric and pictorial information into t

Quarter 1 & 2   Pacing: 4X4 Block (4.5 weeks)   A/B Block and Traditional (9 weeks)

10.7   The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information

<u>Writing</u>
Usage and Mechanics
 	
Students 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.
	a) Distinguish between active and passive voice.
	  • distinguish between active voice and passive voice to convey a desired effect.
	  • understand that active voice means that the subject of a verb performs the action and passive voice means that the subject of a verb receives the action.
	Learning Intentions
	Students will be able to distinguish between active and passive voice as evidenced by composing an exit slip.
	
	b) Apply rules governing use of the colon.
	  • know and apply the rules for the use of a colon:
	    - before a list of items;
	    - before a long, formal statement or quotation; and
	    - after the salutation of a business letter.
	  • use colons according to rules governing their use
	Learning Intentions
	Students will be able to apply the rules of a colon as evidenced by constructing five sentences correctly using a colon.
			• Writing workshop
			  ◦ Peer editing
			  ◦ Peer assessment
			  ◦ Reflection – self/peer
			  ◦ portfolio

10.6   The student will develop a variety of writing to persuade, interpret, analyze and evaluate with an emphasis on exposition and analysis

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information

Writing Composition
 	
Students will develop their persuasive, expository, and analytical writing skills.
 	
Students will revise writing for clarity of content.
 	
Students will synthesize information to support a thesis, provide elaboration, and organize ideas logically.
 	
Students will demonstrate understanding by applying a writing process in developing written products.
	a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
	    • know how to move through the stages of a writing process, from planning to drafting, revising, editing, and proofreading.
	    • develop written products that demonstrate their understanding of composing, written expression, and usage/mechanics.
	    • understand that writing is a process.
	Learning Intentions
	    ❖ *Learning Intention 1 (By the end of the first day of writing workshop):*
	    - Students will be able to describe the different stages of the writing process as evidenced by creating and summarizing a foldable within a small group/pair.
	    - Students will be able to organize/plan/outline their individual writing process by creating a personalized writing schedule.
	    ❖ *Learning Intention 2 (By the end of the writing workshop):*
	    - Students will be able to construct a specific type of writing (genre) for a designated purpose and audience as evidenced by the creation of the given product
	    - Student will be able to critique other students' writing based on elements of composing, written expression, and usage/mechanics as evidenced by summarizing scores given by a rubric.
	    ❖ *Learning Intention 3 (By the end of the writing workshop):*
	    - Students will be able to reflect the given evaluations of their writings by summarizing the effectiveness of their writing schedule, summarizing the evaluation of their previous writing, and responding to any questions or concerns given by that evaluation.
	    - Students will be able to revise their writings to create a "final" draft of their products.
	b) Synthesize information to support the thesis.
	    • state a thesis and support it
	    • understand that expository writing is prose that explains ideas through the use of a clear general statement of the writer's point (thesis) and through the development of ideas, using specific evidence and illustrations for support.
	Learning Intentions
	    ❖ *Learning Intention 1 (By the end of the lesson):*
	    - Students will be able to define and explain the organizational purpose of the thesis statement and supporting details in expository writing as evidenced by formulating thesis statements for a set of given information.
	    ❖ *Learning Intention 2 (By the end of the lesson):*
	    - Students will be able to draft possible thesis statements based upon pre-
		• exposition
		• persuade
		    ◦ thesis
		    ◦ reflection
		
		• supporting points
		    ◦ main idea
		    ◦ secondary idea
			• How to write an essay
			  Such as:
			    ◦ Persuasion
			• Create products
			Literary analysis

| | determined topics as evidenced by the creation of the sentences.
- Students will be able to develop and organize supporting information for the previously constructed thesis statement by creating a concept/graphic organizer (or outline).

c) Elaborate ideas clearly through word choice and vivid description.
  • elaborate ideas in order to provide support for the thesis.
  • use visual and sensory language as needed for effect.
Learning Intentions
Students will be able to explain ideas clearly through word choice and vivid description as evidenced by constructing an essay or group presentation.

d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
  • vary sentence structures for effect.
  • identify and apply features of the writing domains, including:
    - effective organization;
    - clear structure;
    - sentence variety;
    - unity and coherence;
    - tone and voice;
    - effective word choice;
    - clear purpose;
    - appropriate mechanics and usage; and
    - accurate and valuable information.
  • Analytical writing uses precise language and often divides the subject into parts and provides evidence on each part.
Learning Intentions
Students will be able to construct clear and varied sentences, clarifying ideas with precise and relevant evidence as evidenced by a correctly written essay. | | |

Quarter 1 & 2		Pacing: 4X4 Block (4.5 weeks) A/B Block and Traditional (9 weeks)		

10.8   The student will collect, evaluate, organize, and present information to create a research product.

Content Strand	Essential Knowledge, Skills & Processes	Academic Vocabulary	Clarifying Information

Research Collecting Information
 	
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.
	a) **Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.**
	 • use technology, along with other resources, to gather information from various sources by summarizing, paraphrasing, and supporting a thesis.
	 • Students will utilize a variety of sources to access ideas, evaluate the information for accuracy and relevance, and organize the facts into an oral presentation, a written report, or a visual product.
	Learning Intentions
	 ❖ *Learning Intention 1 (By the end of the first day of Research):*
	 - Students will be able to use technology and other sources in or to organize/plan/outline their individual research process by creating a personalized research schedule.
	 - Students will use technology and other sources in order to gather information to be summarized, paraphrased, or otherwise used to help support a thesis. They will document their work by constructing a concept/graphic organizer.
	 ❖ *Learning Intention 2 (By the end of the Research days):*
	 - Students will be able to determine the credibility of their sources by highlighting any factors that will influence how the information is perceived. A rating scale could be used to actually give levels of credibility.
	 ❖ *Learning Intention 2 (By the end of the Research days):*
	 - Students will be able to apply technology and other resources in order to create a written or visual product.
	
	b) **Develop the central idea or focus.**
	 • organize information and maintain coherence throughout the writing based on the topic, purpose, and audience.
	 • use organizational patterns/techniques, such as:
	  - comparison/contrast;
	  - chronological order;
	  - spatial layout;
	  - cause and effect;
	  - definition;
	  - order of importance;
	  - explanation;
	  - enumeration; and
	  - problem/solution.
		• bias
		• relevance
		• validity
		• digital documentation
		Such as:
		 ◦ Headings
		 ◦ Difference in title and website name
			• using an MLA book/formatting
			• in – text quotations/citations
			• Finding sources – credible/non-credible
			opinion vs. fact

Learning Intentions

a) **Develop the central idea or focus.**
  - ❖ *Learning Intention 1 (By the end of the first day of research workshop):*
    - Students will be able to organize their information to fit a given topic, purpose and audience as evidenced by constructing a research product.
    - Students will be able to apply the most effective pattern of organization with the topic, audience, and purpose of their research as evidenced by discussing with a partner their individual research product.

c) **Verify the accuracy, validity, and usefulness of information.**
  - evaluate sources for their credibility, reliability, strengths, and limitations.
  - demonstrate ability to distinguish between reliable and unreliable sources.
  - verify the accuracy and usefulness of information.

Learning Intentions
  - ❖ *Learning Intention 1 (By the end of the lesson):*
    - Students will be able to evaluate sources for credibility by differentiating characteristics of credible versus non-credible (reliable/nonreliable) sources as evidenced by completing an anticipatory chart.

d) **Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.**
  - understand the steps involved in organizing information gathered from research.

Learning Intentions
  - ❖ *Learning Intention (By the end of the lesson):*
    - Students will be able to describe the different stages of organizing information evidenced by creating and summarizing a foldable within a small group/pair.
    - Students will be able to organize/plan/outline their individual research process by creating a personalized writing schedule.