English 10
Curriculum Guide
August 14 - October 9, 2014

Unit 1: Part I: Practicing Habits of a Lifelong Learner

Part II: Encounters and Foundations to the 1800

Suggested Pacing: First Nine Weeks – 40 Days (90 minute block session lessons)

**Unit At A Glance:**
This unit is a two part unit: Part I focuses on best practices for English 10 students to be successful readers and writers. Part II focuses on the foundations of early American literature. To allow teachers to fully explore the College and Career Ready Standards (CCRS), a limited number of readings will be covered in this unit: one novel, poems, songs, passages, autobiographies, myths, sermons, speeches, letters and essays. The goal of this English 10 unit is to develop a consistent foundation of knowledge, skills and strategies that will be improved, applied and incorporated as students engage in rigorous and relevant activities and lessons.

In order to access all available resources, click on the hyperlink by holding down the “Ctrl” and “Enter” keys simultaneously.

**ACOS/CCRS Standard:**

**Reading Literature Standards:**
1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (RL.9-10.1)

2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RL.9-10.2)
4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone. (RL9-10.4)

9. By the end of Grade 10 read and comprehends literature, including stories, dramas, and poems, at the high end of the grades 9-10-CCR text complexity band independently and proficiently. (RL.9-10.10)

Reading Standards for Informational Text:
11. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. (RI. 9-10)

12. Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them. (RI 9-10.3)

14. Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter.) (RI 9-10.5)

15. Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. (RI. 9-10.6)

Writing Standards:
21. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. [W.9-10.1]

22. Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. [W.9-10.2]
23. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. [W.9-10.3]

24. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.) [W.9-10.4]

25. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.) [W.9-10.5]

27. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. [W.9-10.7]

28. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. [W.9-10.8]

29. Draw evidence from literary or informational texts to support analysis, reflection, and research. [W.9-10.9]

Speaking and Listening Standards:

31. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively. [SL.9-10.1]
33. Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. (SL.9-10.32)

**Language Standards:**
39. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. (L.9-10.3a)

41. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.9-10.5)

42. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. (L.9-10.6)

**Essential Question(s):**
Part I.
- Who am I as a reader, writer, student, and person?
- What habits of mind does it take to succeed in school?
- What have people said over time about the value of reading and writing?
- What makes someone a good reader, writer, and overall good student?

Part II:
- Who owns the land?
- What makes an explorer?
- Are people basically good, and who has the right to rule?

**Learning Objective(s):**
- I can remember, demonstrate, and apply annotation skills to works studied.
- I can analyze a visual text, make inferences, and support those inferences with...
specific references in the text.

- I can create and use dialectical journals and graphic organizers from my annotations.
- I can compose, edit, and revise sentences and paragraphs that incorporate evidence from a variety of literary and nonfiction works.
- I can practice appropriate paragraph structure and correct mechanics in analytical paragraphs.
- I can compose both timed and untimed analytical paragraphs and/or multi-paragraph essays that demonstrate control of paragraph structure, sentence variety, and mechanics.
- I can successfully incorporate quotations into my writing.
- I can understand and apply content-related vocabulary

<table>
<thead>
<tr>
<th>Key Vocabulary: Academic (3 academic words)</th>
<th>Content Specific:( 5-10 bulleted content words)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze</td>
<td>Puritan</td>
</tr>
<tr>
<td>Cite</td>
<td>Rationalism</td>
</tr>
<tr>
<td>Determine</td>
<td>Deism</td>
</tr>
<tr>
<td></td>
<td>Archetype</td>
</tr>
<tr>
<td></td>
<td>Myth</td>
</tr>
</tbody>
</table>

**Assessments:** Formative and Summative

**Formative:**

**Graphic Organizer** – Graphic organizer help students organize visually. The use of graphic organizers is an effective way to guide students to recall and organize relevant information.

**Think Pair Share** - Students write down thoughts, discuss with partner, and share meaningful ideas with class. Forces interaction and uncovers various perspectives and prior knowledge.

**Embedded Assessments:**

Journal Writing, Rubrics, Anecdotal Notes, Poster and Presentation, Writing. Free or sustained
Silent Reading, Wait Time

**Summative:**

- **Response Paper** – A short and informal paper which encourages students to articulate opinions and perspectives on important events or issues in history.

- **Group Discussion** - a critical conversation about a particular topic, or perhaps a range of topics, conducted in a group of a size that allows participation by all members.

- **Timed Writings** - Have students write in timed situations. Allow students to write in response to a prompt for 30-40 minutes.

Optional Summative Assessments: Teacher Created Tests, Selection Tests, Unit Tests, ACT-style multiple choice practice tests

**Summative Assessment I:** Pre-Test, August 25- September 5, 2014
Post-Test, October 1-15, 2014
### Instructional Considerations:

**Major Work:** *The Scarlet Letter* (Hawthorne)

**Part I:**
- Selected Works:
  - Poem - *“The Journey”* (Oliver)
  - Song - *“Boulevard of Broken Dreams”* (Armstrong)
  - Poem - *“Sleep Positions”* (Haskins)
  - Passage - “Maya Angelou on writing”

**Grammar Connections:**
- Run-ons, fragments pgs. 557-561
- Main clause and subordinate clauses p. 543
- Simple and compound sentences p. 545
- Adjective Clauses p. 549
- Adverb clauses p. 549
- Noun clauses p. 553
- Verb tense and voice pgs. 593-601
- Subject-verb agreement pgs. 613-619

**Writing Mode/Task(s):** Argument, Persuasion

English 10 teachers are highly recommended to use the [act.org quality core sample lesson](https://act.org) for the first 10 days of this unit.

Technology should be used throughout this unit to enhance student learning. Teachers should employ varied sources of technology to integrate the literature, writing, grammar and vocabulary. For instance, the Promethean Board can be used to practice grammar skills, utilize...
interactive activities, teach literary elements, review reading skills, introduce literary periods, and facilitate discussion questions. The use of technology tools promote collaboration and engagement in whole-class or small-group lessons. In an effort to facilitate ongoing learner participation and real-time assessment, teachers can also use the Glencoe’s Presentation Plus and Holt’s Power Notes. (See the Technology section at the end of this guide.)

Throughout this unit, integrate reading and writing as key elements. In an effective English language arts classroom, reading and writing does not work as separate elements. This unit will incorporate active reading and analysis through the study of short stories and poetry. Use this guide to plan lessons that reinforce the connection between reading and writing. Support instruction through the use of the strategic model: before, during and after reading strategies.

**Suggested Pacing: Weeks 1-2**

The teacher begins to create a warm class climate, shows students how they are to keep their class notebooks, and describes the major focus of the next two weeks. Students learn about the course syllabus, topics to be discussed in class this year, and how to organize a class notebook. See act.org sample lesson for more information.

Part I: Students will take the Academic Literacy Questionnaire (see actqualitycore.org sample unit), which is useful as a way to discover their habits and attitudes. It also invites students to think about the skills they need to develop to become more successful students, readers, and writers.

Part II: Students discuss a time they learned how to do something new and learn about important habits of mind.

Students work in small groups to create posters that express metaphorically their experiences of reading and writing. In order to practice presentation skills, each group present its poster to another group. Each group of students formally presents its metaphor poster. Volunteers from among the listening students will describe something they liked about each group’s poster or presentation.
Students read and discuss Mary Oliver’s poem “The Journey.” Reading strategies and annotation skills are also discussed.

Provide students with a list of literary terms that they are to learn during the year; they will also learn about Bloom’s Taxonomy, the guide to levels of cognition. Then, students will read “Digging” by Seamus Heaney and practice asking questions about it.

Students read, annotate, and write questions about a reading passage from the PLAN® assessment. Students also begin to learn how to use Greek and Latin roots and dictionaries to define words.

Students read and discuss “Learning to Read” from Malcolm X’s autobiography. Instruct students to use a K-W-L (or SIFT, SOAPSTONE, etc.) chart before and after reading; write literal, interpretive, and evaluative questions about the text; and ask and answer those questions.

Asking literal, interpretive, and evaluative questions about Sandra Cisneros’ short story, “Eleven,” students participate in a Socratic Seminar.

Week 3-9 begin focus of early American Literature using suggested literary works, grammar connections and writing modes.

For instance lead discussion on Introduction to literary period. Encounters and Foundations to 1800 by Gary Q. Arpin p.6.

Part II:
- Essay- “The Sun Still Rising in the Same Sky – Native American Literature” (Bruchac) p.21
- Myth- The Huron Traditional: The Sky Tree (Bruchac) p.24
- Myth-Teton Sioux Traditional: The Earth Only p.24
The curriculum guide is designed to support teachers in the implementation of the Alabama Course of Study Standards. You are encouraged to use this document to support your planning and daily instructional practices. It is not a substitution for lesson plans.

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**Anticipation Guide Example:**

<table>
<thead>
<tr>
<th>Agree</th>
<th>Disagree</th>
<th>Agree</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>The trees will provide shade for the group.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Parents believe they can make a difference.</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Table Talk:** Write a thought provoking statement or question related to the subject of the upcoming lesson on the chalkboard. Students have two-five minutes to read the topic, reflect and write a response.

**Quick write:** The strategy asks learners to respond in 2-10 minutes to an open-ended question or prompt posed by the teacher before, during or after reading.

**Self-Assessment:** This tool can provide a window into student understanding and needs. Students and teachers benefit from student feedback about what a student does and does not understand.

**During:**
Introduce students to the unit lessons by utilizing one of the suggested strategies in order to engage with the text, verify and formulate predictions, summarize text, self-monitor comprehension, construct graphic organizers, use mental imagery, and/or integrate new information with prior knowledge.

**Dialectical Journal** - As students read, they will choose quotes or passages. As you read, choose passages that stand out to you and record them in the left-hand column of a T-chart (ALWAYS include page numbers).
### Dialectical Journal Example:

<table>
<thead>
<tr>
<th>Passages from Text</th>
<th>Page #’s</th>
<th>Commentary/Comments/Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>“-With his symbolic helmet numbered 451 on his stolid head, and his eyes all orange flame with the thought of what came next, he flicked the igniter and the house jumped up in gorging fire.”</td>
<td>p.7</td>
<td>(R) Several things about this brief sentence caught my eye. First, the author acknowledges that there is some sort of significance with the number 451, reflected in the character’s attire, as well as in the title. I’m curious to see where that number leads, and what its importance is. Also, while it’s frightening, there’s ascertain nonchalance about the way this character goes in burning up the house. He doesn’t even seem changed or touched by torching up a house. It’s a powerful image that sets a dangerous mood for the entire novel</td>
</tr>
</tbody>
</table>

**Reading a primary source** – This strategy is a guided four-step reading process for primary documents that trains students to read a primary document like a historian. This is a teacher-led process that depends on transparency and discussion. In each step, the teacher clearly explains the purpose of that step, and uses questions to model how historians read primary documents. By doing so, the teacher shows students how to engage in the complex reading and thinking process that historians employ.

**Open Mind Diagram** - An Open Mind diagram is a strategy that allows students to make connections to the characters. Students are directed to imagine that this character thinks in pictures, symbols, images, words or phrases. Students are provided with a headline to demonstrate what the character might be thinking and feeling. Students are asked to explain what this “Open Mind” helped them to realize about the character in the story or person in real
life and underline one or two ideas that they want to bring to the class discussion.

**After:**
Introduce students to the unit lessons by utilizing one of the suggested strategies in order to reflect on the content of the lesson, evaluate predictions, examine questions that guided reading, respond to text through discussion, respond to text through writing and/or retell or summarize.

**RAFT** - RAFT is a strategy that help students understand their role as a writer, the audience they will address, the varied formats for writing, and the expected content.

**RAFT Example:**

<table>
<thead>
<tr>
<th>Role</th>
<th>Audience</th>
<th>Format</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Huck Finn</td>
<td>Jim</td>
<td>Letter</td>
<td>What I learned on the trip</td>
</tr>
<tr>
<td>Comma</td>
<td>Sentences</td>
<td>Thank You Note</td>
<td>Glad I could be of service</td>
</tr>
<tr>
<td>Prepositional Phrase</td>
<td>Author</td>
<td>Persuasive Speech</td>
<td>How Can I help you express yourself</td>
</tr>
<tr>
<td>Juliet</td>
<td>Self</td>
<td>Diary Entry</td>
<td>My Short romance</td>
</tr>
</tbody>
</table>

**Literature Circles** - This strategy is a collaborative and student centered reading strategy which requires students to gather together to discuss a literary text in depth. Students begin by selecting a book together then are introduced to the four jobs in the Literature Circles: Discussion Director, Literary Luminary, Vocabulary Enricher, and Checker.

**Discussion Web** – This strategy/graphic organizer promotes whole-group investigation after a passage has been read. A question that prompts students to make a judgment and evaluate action(s) from the passage is placed in an oval.
<table>
<thead>
<tr>
<th>Pre-AP strategies to consider (explain)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Differentiation:</strong></td>
</tr>
<tr>
<td>Intervention: Small group instruction, Audio CD, explicit vocabulary, review with students, All side column notes, Tiered Instruction,</td>
</tr>
<tr>
<td>On Level: Vocabulary activities (have students to write short response/reaction papers on selected stories). Research activities (have students research further information on the theme or the writer).</td>
</tr>
<tr>
<td>Acceleration: Analyze activities (have students analyze characterization of main characters and/or the tone of the story). Write literary analysis of short story using an AP style writing prompt.</td>
</tr>
<tr>
<td><strong>Accommodations: ELL/SPED</strong></td>
</tr>
<tr>
<td>General Special Education Support: Proximity seating, manipulatives, visual aids/flash cards, auditory aids/tape recorder, peer buddy/tutoring, highlighting, chunking, cueing, frequent comprehension checks, repeated directions (orally) for understanding, verbal prompts, books on tape, study guides, recorded books with appropriate pacing.</td>
</tr>
<tr>
<td>Additional accommodations may be specific to the student’s specially designed instruction within the IEP.</td>
</tr>
<tr>
<td>ELL Student Support: <a href="http://WWW.wida.us/standards/CAN_DOs/">WWW.wida.us/standards/CAN_DOs/</a></td>
</tr>
<tr>
<td>The descriptors provide a starting point for working with ELs. It serves as a tool for planning. The descriptors provide a continuum of English language development. As teachers become aware of their students English levels of proficiency, the descriptors provide sensory, graphic and interactive support needed to facilitate ELs' access to content.</td>
</tr>
<tr>
<td>Gifted Student Support: Teachers should implement the Pre-AP strategies recommended by</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>and students with a clear explanation of the do’s and don’ts of thesis statements.</th>
<th>(mini lessons) <a href="http://www.nmsi.org">www.nmsi.org</a> This website provides English Language arts teachers with Laying the Foundation sample lessons and resources for AP and Pre-AP classes.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Poetry Analysis Guide</strong> This analysis guide provides teachers and students with a step by step approach to poetry analysis.</td>
<td><strong>ReadWriteThink.org</strong> – This site provides English/Language Arts teachers and students access to the highest quality practices and resources in reading and language arts instruction.</td>
</tr>
<tr>
<td><strong>Strategic Teaching Guide</strong> This guide gives an overview of key components of strategic teaching.</td>
<td><strong>Criterion Writing Program</strong> The Criterion® Online Writing Evaluation service from ETS is a web-based instructional writing tool that helps students, plan, write and revise their essays guided by instant diagnostic feedback and a Criterion score.</td>
</tr>
<tr>
<td><strong>Formative Assessment Strategies (K. Lambert)</strong> This website contains 60 formative assessments tools to check for understanding.</td>
<td><strong>apluscollegeready.org</strong> – This website provides Pre-AP English language arts sample lessons, strategies, and unit</td>
</tr>
<tr>
<td><strong>The Teacher Toolkit</strong> This online resource contains multiple engaging tools for effective teaching. Resources are available on varied topics: classroom management, formative assessment, reading strategies and collaborative activities.</td>
<td></td>
</tr>
<tr>
<td>Resource</td>
<td>Description</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>All About Adolescent Literacy</strong></td>
<td>This resource includes information for parents and educators for struggling adolescent readers in grades 4-12. The site provides informative articles on best practices and research-based strategies for enhancing reading and writing.</td>
</tr>
<tr>
<td><strong>Writing Rubrics</strong></td>
<td>This resource provides teachers with fifteen types of rubrics to assess classroom writing and essays.</td>
</tr>
<tr>
<td><strong>Common Core Writing Rubrics</strong></td>
<td>These rubrics prepare students for more rigorous Writing courses. The site includes varied rubrics for assessment: argument, informative and narrative.</td>
</tr>
<tr>
<td><strong>Achievethecore.org</strong></td>
<td>This website includes multiple resources for English/Language Arts classrooms: lessons, student writing samples, assessment questions, and curricular tools.</td>
</tr>
<tr>
<td><strong>ACT ASPIRE</strong></td>
<td>This website provides teachers with an overview of the ACT Aspire assessment. Information is included on the content areas, sample test questions and scoring explanations.</td>
</tr>
<tr>
<td><strong>ACT ASPIRE Practice Test/English</strong></td>
<td>This practice test prepares students for the ACT Aspire test which will be administered in the Spring 2015.</td>
</tr>
<tr>
<td><strong>Edmodo.com</strong></td>
<td>Edmodo is a free website for teachers and students. Teachers and students are</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th><strong>Please Note:</strong></th>
<th><em>The information contained in these websites is for educational purposes only.</em></th>
</tr>
</thead>
</table>

### Schoolrack.com
Schoolrack.com is a free website for teachers and students. Teachers can post assignments and facilitate blogs. Students can assess assignments and resources and collaborate with peers. Parents are also able to access information and assignments.

### ALSDE Instructional Strategies Project
This Alabama State Department of Education provides teachers with tools and resources to support the strategic teaching model. This resource includes information on: lesson planning, observations, strategy evaluations tools, a glossary and essential planning questions.

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Teacher Notes:

- As you plan for this unit, consider that this unit is a 40 day unit.

- Teachers should use the Holt, Rhinehart and Winston (Literature textbook) and Writer’s Choice (Grammar and Writing Textbooks) as main resources.

- Consult the act.org sample unit for more information regarding the first 24 days of this unit.

- The teacher should utilize formative assessments throughout the lesson to direct instruction.

- Use of the strategic teaching model is required for this unit. Strategic teaching is the process of using varied literacy strategies. The strategic teaching method is taught to assist students with maximizing the understanding and retention of content material. This method incorporates before, during and after reading and writing strategies.

- The teacher should use before literacy strategies to: activate prior knowledge, preview the text skimming and scanning, set a purpose for reading and make predictions.

The teacher should use during literacy strategies to: maintain an active interaction with the text, identify, analyze and construct the main idea, determine important ideas, draw conclusions, make inferences, monitor understanding, generate questions, and summarize.
The teacher should use after literacy strategies to: determine main idea, draw conclusions, make inferences, monitor understanding through formative assessments, generate questions and build schemata.

- Teachers should focus lessons around selected literary work. Each lesson should be infused with a grammar and writing component. Teachers are highly encouraged to employ the five components of active literacy: TWIRL. TWIRL-Talk, Write, Investigate, Read and Listen. Active engagement is the most critical element in strategic teaching. If students are not engaged in meaningful instruction, learning is not occurring. Students must talk, write, investigate, read and listen to others every day in content classes (Harvey & Goudvis, 2005).

- Vocabulary Instruction: Be sure to implement vocabulary activities in every major lesson. It is essential to infuse relevant vocabulary learning activities in the strategic instructional process.

Before- The teacher should select the critical words associated with the selected text the students will read. Vocabulary Graphic Organizers such as concept mapping is a suggested strategy for explaining of the words before assigning students to preview the sections of selected text.

**Concept Mapping Example:**
During- The teacher should explicitly and intentionally use the new words in instruction, so students will apply the words and concepts to relevant contexts. The teacher should encourage students to use the new words in group discussions and writing tasks.

After- Students will enhance their knowledge of the new words throughout the instructional process activities and tasks.

- Teachers should explicitly teach and integrate vocabulary through word-study. Vocabulary lessons should include word parts (word origins and derivational meanings), word associations and connotative meanings. A study on word origins or etymology can help students strengthen basic knowledge of word structure and help them connect new words to prior knowledge.

Have students to keep an ongoing vocabulary list in their English 10 class notebook to record academic vocabulary, content vocabulary, new words, affixes, root words, and base words.

Maintain a [Word Wall](#) to increase student retention and familiarity. Display academic...
and content vocabulary on the word wall.

- **Fine Arts Connection/Extension**: Direct students to view and analyze the art/paintings that focus on Native American culture: Thomas Benton p.7, George Catlin p.8 and Frederic Remington, p.9. Ask students to view the paintings and analyze…..

- **Assessment**: Teachers should plan for assessment and decide how the lesson outcome(s) will be assessed: Work products, Separate assessments, Exit slips and/or Observational data.

- **Reflection**: Teachers should end each lesson with a reflection: Were students engaged today? Were students comfortable with taking risks with their reading and writing? Were the lessons rigorous and relevant?

- **Looking Ahead**:
  Unit 2 will focus on American Romanticism 1800-1860
  Literary Focus: Short stories, Essays, Letters, Poems
  Major Work: *Incidents in the Life of a Slave Girl* (Harriet Jacob)
  Writing Mode: Narrative Writing, Argumentative Writing

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