

**Portales Municipal Schools  
CURRICULUM MAP**

<b>Subject:</b>	<b>Language Arts</b>	<b>2009</b>	<b>Grade Level:</b>	<b>10</b>
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**Essential Questions:** How do literary elements impact a reader’s understanding and appreciation of different styles of writing? What is the impact of nonverbal cues in public speaking? What are the different ways in which a speaker may choose to defend a position? What role does grammar, punctuation, spelling, etc. play in developing a professional writing style?

Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
1 <sup>st</sup>	Benchmark I-A: Listen to, read, react to, and analyze information	<p>Performance Standard 1. Produce reminiscences</p> <p>PS 2. Respond reflectively</p>	<p>Narrative experiences</p> <ul style="list-style-type: none"> <li>• Sensory Details</li> <li>• Objective Perspective</li> <li>• Chronology</li> <li>• Mood</li> </ul>	<p>Students will explore the key idea of average, instinct, and appreciation; analyze plot and conflict; analyze setting and mood; read a short story; draw conclusions; make predictions; and monitor.</p> <p><b>ASSESSMENT:</b></p> <p><i>Harrison Bergeron</i>: Summary, pp. 25-26; Analyze Plot and Conflict, pp. 27-28; Question Support, p. 35; Draw Conclusions, pp. 29-30; Reading Check, p. 34; Reading Fluency, p. 37</p> <p><i>Searching for Summer</i>: Summary, pp. 77-78; Setting and Mood, pp. 79-80; Question Support, p. 87; Monitor, pp. 81-82; Reading Check, p. 86; Reading Fluency, p. 89</p> <p><i>To Build a Fire</i>: Literary Analysis, pp. 103-104; Setting and Conflict, pp. 105-106; Question Support, p. 113; Predict, pp. 107-108; Reading Check, p. 112; Reading Fluency, p. 115</p>	<p><b>Literary Analysis Workshop:</b> Plot, Setting, Mood <i>Harrison Bergeron</i> <i>To Build a Fire</i> <i>Searching for Summer</i> <u>McDougal Littell Literature New Mexico: Resource Manager</u></p> <p><b>Autobiographical Narrative</b> <u>McDougal Littell Literature New Mexico: Resource Manager</u></p> <p>Electronic Resources:: ClassZone.com</p>
	Benchmark I-A: Listen to, read, react to, and analyze information	<p>PS 3. Create responses, evaluate problems, offer solutions</p> <p>PS 4. Evaluate the ideas of others</p>	<p>Persuasive Literature</p> <ul style="list-style-type: none"> <li>• Problem and relevant issues</li> <li>• Significance of problem</li> <li>• Neutral audience</li> <li>• Effective solutions</li> <li>• Resolution or closure</li> <li>• Reasoning and substantiation</li> </ul>	<p>Students will explore the key idea of reliability, view a TV broadcast and website to identify purpose and evaluate credibility, and create an unreliable news story to illustrate features that make a story credible.</p> <p><b>ASSESSMENT:</b></p> <p>Summary, pp. 111-112; Viewing Guide, p. 113; Close Viewing, p. 114; Viewing Activity, p. 115; Produce Your Own Media, p. 116</p> <p>Students will analyze and evaluate arguments, evidence, rhetorical devices, persuasive techniques, and counter arguments</p> <p><b>ASSESSMENT:</b></p> <p>Literature Book, pp. 572-627; pp. 892-895</p>	<p><b>Media Study: News Reports</b> <u>McDougal Littell Literature New Mexico: Resource Manager</u></p> <p>Electronic Resources : Class Zone.com</p> <p><b>Critical Reading Workshop:</b> Argument and Persuasion <i>Persuasive Essay, Editorial, Speech, Essay, Position Paper</i> <u>McDougal Littell Literature New Mexico: Resource Manager</u></p> <p>Electronic Resources : ClassZone.com</p>

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	<p>Benchmark I-C: Demonstrate critical thinking skills to evaluate information and solve problems</p>	<p><b>PS 2. Critically interpret and evaluate experiences, literature, language, and ideas</b></p> <p><b>PS 3. Identify critical questions to improve understanding</b></p>	<p>Critical Interpretation</p> <ul style="list-style-type: none"> <li>• Generalizations supported by specifics</li> <li>• Reflection</li> <li>• Fact, fiction, personal bias</li> </ul>	<p><b>Students will explore the key idea of grief, leisure, and popularity, analyze character traits, identify and analyze omniscient point of view, and read a short story.</b></p> <p>Students will connect ideas, use writing to analyze literature, recognize main idea and supporting details, make generalizations, read a magazine article, distinguish fact from opinion</p> <p><b>ASSESS\$MENT:</b></p> <p>Summary, pp. 25-26; Character Traits, pp. 27-28; Question Support, p. 32; Connect, pp. 29-30; Reading Check, p. 31</p> <p>Summary, pp. 141-142; Identifying Main Ideas and Supporting Details, p. 143-145; Make Generalizations, pp. 144-146; Reading Check, p. 147; Question Support, p. 149</p> <p>Summary, pp. 91-92; Omniscient Point of View, pp. 93-94; Question Support, p. 99; Reading Check, p. 97</p>	<p><b>Literary Analysis Workshop: Character Development</b></p> <p><i>Shoofly Pie</i> <i>Simply Grand: Generational Ties Matter</i> <i>The Doll's House</i> <i>Doing Nothing is Something</i> <b><u>McDougal Littell Literature New Mexico: Resource Manager</u></b></p> <p><b>Electronic Resources :</b></p> <p>ClassZone.com</p>
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	<p>Benchmark II.A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language.</p>	<p><b>PS 1. Produce responses</b></p> <p><b>PS 2. Make formal presentations</b></p> <p><b>PS 3. Defend argumentative positions</b></p>	<p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Clearly stated positions</li> <li>• Solution</li> <li>• Relevant/Reliable support</li> <li>• Main point</li> <li>• Audience</li> <li>• Sharing/ Evaluating personal response</li> <li>• Presentation</li> <li>• Context</li> <li>• Researching/Compiling data</li> </ul>	<p><b>Students will analyze a student model that reflects the key traits of an interpretive essay, use the Schafer writing process to produce an interpretive essay, revise and edit using a rubric for interpretive essay writing, plan and present an oral response to literature.</b></p> <p><b>ASSESSMENT:</b></p> <p><b>Prewriting/Editing, pp. 221-225; Writing Rubric, p. 226; Speaking and Listening, p. 227; Writing Support, p. 228</b></p>	<p><b>Writing Workshop: Interpretive Essay</b> <b><u>McDougall Littell Literature</u></b> <b><u>New Mexico: Resource Manager</u></b></p> <p><b>Electronic Resources :</b></p> <p><b>ClassZone.com</b></p>
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Essential Questions: How do literary elements impact a reader’s understanding and appreciation of different styles of writing? What is the impact of nonverbal cues in public speaking? What are the different ways in which a speaker may choose to defend a position? What role does grammar, punctuation, spelling, etc. play in developing a professional writing style? Why is it important to develop good research skills?					
Nine Weeks	Strand/Standard/ Benchmark	Performance Standard	Concepts/ Skills	Suggested Student Activities/Assessments	Resources/Materials
2 <sup>nd</sup>	Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information	<p><b>PS 2. Analyze the ideas of others</b></p> <p><b>PS 3. Demonstrate increasing comprehension</b></p> <p><b>PS 4. Identify complex, implicit hierarchic structures in informational texts</b></p>	<p>Reading for understanding (comprehension)</p> <ul style="list-style-type: none"> <li>• Main idea</li> <li>• Significant, supporting, relevant details</li> <li>• Structure/Organization</li> <li>• Word Choice</li> <li>• Completeness/Closure in writing</li> <li>• Issue</li> <li>• Author</li> <li>• Theme</li> </ul>	<p>Students will explore the key idea of influence, what is valuable, fear, and refugees, analyze characterization in non-fiction, read an essay and a poem, identify author’s purpose, identify and analyze author’s message across genres, set a purpose for reading, identify and analyze author’s purpose and perspective, analyze patterns of text organization including cause and effect and compare-contrast, identify character and conflict, read a short story and an interview, make inferences, paraphrase.</p> <p><b>ASSESSMENT:</b></p> <p>Summary, p. 95-96; Characterization in non-fiction, pp. 97-98; Question Support, p. 105; Author’s Purpose, pp. 99-100; Reading Check, p. 104</p> <p>Summary, p. 143-144; Author’s Message Across Genres, p. 145-149; Question Support, p. 151; Reading Check, p. 150; Comparing Across Genres, p. 147; Reading Fluency, p. 152</p> <p>Critical Reading Workshop, p. 482-487</p> <p>Summary, p. 51-52; Conflict and Character, p. 53-54; Question Support, p. 61; Make Inferences, p. 55-56; Reading Check, p. 60; Reading Fluency, p. 63</p> <p>Summary, p. 25-26; Poe’s Style, p. 27-28; Question Support, p. 35; Paraphrase, p. 29-30; Reading Check, p. 34; Reading Fluency, p. 37</p>	<p><b>Character Development</b> <i>The Teacher Who Changed My Life</i> <i>The Possibility of Evil</i></p> <p><b>Theme</b> <i>Letters to a Young Refugee from Another</i> <i>Song of P’eng-ya</i> <i>Two Friends</i> <i>When Mr. Pirzada Came to Dine</i></p> <p><b>Author’s Purpose and Perspective</b> <i>The Plot Against the People</i> <i>Why Leaves Turn Color</i> <i>How a Leaf Works</i></p> <p><b>Plot, Setting, and Mood</b> <i>Everyday Use</i></p> <p><b>Narrative Devices</b> <i>By the Waters of Babylon</i> <i>The Seventh Man</i></p> <p><b>Author’s Style and Voice</b> <i>The Pit and the Pendulum</i> <i>The Lake</i></p> <p><b>Greek Tragedy and Medieval Romance</b> <i>Antigone</i> <i>Le Morte d’Arthur</i></p> <p><b><u>McDougall Littell Literature</u></b> <b><u>New Mexico: Resource Manager and Student Resource Handbook</u></b></p> <p><b>Electronic Resources :</b></p> <p>ClassZone.com</p>

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<p>Benchmark III-A: Use language, literature, and media to understand the role of the individual as a member of many cultures</p>	<p><b>PS 1. Analyze actions and motivations</b></p> <p><b>PS 2. Analyze character actions</b></p> <p><b>PS 3. Describe the significance of selected works</b></p>	<ul style="list-style-type: none"> <li>• Culture</li> <li>• Personal History</li> <li>• Environment</li> <li>• Society</li> </ul>	<p>Students will explore the key ideas of being objective, analyze author’s perspective, read a short story, monitor reading to improve comprehension.</p> <p>Students will explore the key idea of persuasive techniques, view a film clip to analyze how visual, sound, and verbal techniques are used to persuade, create a campaign poster to show understanding of persuasive techniques such as slogans</p> <p><b>ASSESSMENT:</b></p> <p>Summary, p. 125-126; Author’s Perspective, p. 127-128; Question Support, p. 135; Monitor, p. 129-130; Reading Check, p. 134; Reading Fluency, p. 136</p> <p>Summary, p. 195-196; Viewing Guide, p. 197; Close Viewing, p. 198; Viewing Activity, p. 199; Produce Your Own Media, p. 200</p>	<p><b>Author’s Purpose</b> <i>And of Cloy Are We Created</i></p> <p><b>Media Study: Argument and Persuasion</b></p> <p><b>Media Study: The Aftermath of September 11</b></p> <p><u><b>McDougall Littell Literature</b></u> <u><b>New Mexico: Resource Manager</b></u></p> <p><b>Electronic Resources :</b></p> <p>ClassZone.com</p>
<p>Benchmark II.A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language.</p>	<p><b>PS 1. Produce responses</b></p> <p><b>PS 2. Make formal presentations</b></p> <p><b>PS 3. Defend argumentative positions</b></p>	<p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Clearly stated positions</li> <li>• Solution</li> <li>• Relevant/Reliable support</li> <li>• Main point</li> <li>• Audience</li> <li>• Sharing/ Evaluating personal response</li> <li>• Presentation</li> <li>• Context</li> <li>• Researching/Compiling data</li> </ul>	<p>Students will analyze a students model that reflects the key traits of a cause-and-effect essay, use the Schaffer writing method to produce a cause-and-effect essay, revise and edit using a rubric for a cause-and-effect essay, create and present an informative speech that communicates causes and effects simply and forcefully.</p> <p><b>ASSESSMENT:</b></p> <p>Prewriting/Editing, p. 181-185; Writing Rubric, p. 186; Speaking and Listening, p. 187; Writing Support, p. 188; Writing Lessons p. 1, 8, 24</p>	<p><b>Writing Workshop: Cause-and-Effect Essay</b> <u><b>McDougall Littell Literature</b></u> <u><b>New Mexico: Resource Manager</b></u></p> <p><b>Electronic Resources :</b></p> <p>ClassZone.com</p>





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<p>Benchmark I-D: Apply knowledge of reading process to evaluate print, non-print, and technology-based information</p> <p>Benchmark II.A: Communicate information in a coherent and persuasive manner using verbal and non-verbal language.</p>	<p><b>PS 2. Analyze ideas of others</b></p> <p><b>PS 1. Produce responses</b></p> <p><b>PS 2. Make formal presentations</b></p> <p><b>PS 3. Defend argumentative positions</b></p>	<ul style="list-style-type: none"> <li>• Introduce and develop a main idea</li> <li>• Choose and incorporate details</li> <li>• Relate structure/organization</li> <li>• Use effective word choice</li> <li>• Achieve a sense of completeness and closure</li> </ul> <p>Communication Skills</p> <ul style="list-style-type: none"> <li>• Clearly stated positions</li> <li>• Solution</li> <li>• Relevant/Reliable support</li> <li>• Main point</li> <li>• Audience</li> <li>• Sharing/ Evaluating personal response</li> <li>• Presentation</li> <li>• Context</li> <li>• Researching/Compiling data</li> </ul>	<p><b>Students will explore the key idea of influence and tradition, analyze character traits in nonfiction, make generalizations, recognize main idea and supporting details, read an essay and a magazine article, identify author’s purpose and perspective</b></p> <p><b>ASSESSMENT:</b></p> <p><b>Characterization in Nonfiction, p. 97-98; Character Traits in Nonfiction, p. 123-124; Identify Main Idea and Supporting Details, p. 143-145; Make Generalizations, p. 144-146</b></p> <p><b>Students will analyze a student model that reflects the key traits of persuasive essays, use the Schaffer writing process to produce a persuasive essay, revise and edit using a rubric for persuasive essays, prepare and hold a debate to explore both sides of an issue</b></p> <p><b>ASSESSMENT:</b></p> <p><b>Prewriting/Editing, p. 121-125; Writing Rubric, p. 126; Speaking and Listening, p. 127; Writing Support, p. 128; Writing Lessons, p. 29, 34, 42</b></p>	<p><b>Character Development</b> <i>The Teacher Who Changed My Life</i> <i>A Celebration of Grandfathers</i> <i>Simply Grand: Generational Ties Matter</i></p> <p><b><u>McDougall Littell Literature</u></b> <b><u>New Mexico: Resource Manager</u></b></p> <p><b>Electronic Resources :</b></p> <p><b>ClassZone.com</b></p> <p><b>Writing Workshop: Persuasive Writing</b></p> <p><b><u>McDougall Littell Literature</u></b> <b><u>New Mexico: Resource Manager</u></b></p> <p><b>Electronic Resources :</b></p> <p><b>ClassZone.com</b></p>
<p>Benchmark II.B: Apply grammatical and language conventions.</p>	<p><b>PS 1. Demonstrate appropriate manuscript requirements</b></p> <p><b>PS 2. Use organizational strategies</b></p>	<p>Grammar &amp; Sentence Structure</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Pagination</li> <li>• Spacing</li> <li>• Margins</li> <li>• Source/Support material</li> <li>• Punctuation</li> <li>• Format</li> <li>• Anecdotal scripting</li> <li>• Annotated bibliographies</li> </ul>	<p><b>Students will demonstrate appropriate manuscript requirements by correctly defining and providing examples of research paper constructs.</b></p> <p><b>ASSESSMENT: Checklist/Rubric</b></p>	<p><b>Currently adopted Grammar textbooks and workbooks</b></p> <p><b>Writers Inc. textbook</b></p>

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	<p>Benchmark II C: Demonstrate competence in the skills and strategies of the writing process.</p>	<p><b>PS 1. Write to stimulate the emotions of the reader</b></p> <p><b>PS 2. Clearly articulate a position</b></p> <p><b>PS 3. Differentiate meanings</b></p>	<p>Written Composition</p> <ul style="list-style-type: none"> <li>• Schaffer vocabulary             <ul style="list-style-type: none"> <li>○ Pre-writing</li> <li>○ Rough Draft</li> <li>○ Topic Sentence</li> <li>○ Concrete Detail</li> <li>○ Commentary</li> <li>○ Conclusion</li> </ul> </li> <li>• Thesis Statement</li> <li>• Counter-arguments</li> <li>• Arguments</li> <li>• Examples/Details</li> <li>• Accepted beliefs</li> <li>• Expert opinions</li> <li>• Quotations and citations</li> <li>• Cause/Effect</li> <li>• Compare/Contrast</li> <li>• Literal, figurative, connotative meanings</li> </ul>	<p><b>Students will analyze a student model that reflects the key traits of an informative essay based on an interview.</b></p> <p><b>ASSESSMENT:</b></p> <p><b>Plan and Teach, p. 189-192</b></p>	<p><b>Writing Workshop: Informative Essay and Interview</b></p> <p><b><u>McDougall Littell Literature</u></b> <b><u>New Mexico: Resource Manager</u></b></p> <p><b>Electronic Resources :</b></p> <p><b>Class Zone.com</b></p>
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	<p>Benchmark II.B: Apply grammatical and language conventions.</p>	<p><b>PS 1. Demonstrate appropriate manuscript requirements</b></p> <p><b>PS 2. Use organizational strategies</b></p>	<p>Grammar &amp; Sentence Structure</p> <ul style="list-style-type: none"> <li>• Title page</li> <li>• Pagination</li> <li>• Spacing</li> <li>• Margins</li> <li>• Source/Support material</li> <li>• Punctuation</li> <li>• Format</li> <li>• Anecdotal scripting</li> <li>• Annotated bibliographies</li> </ul>	<p><b>Students will demonstrate appropriate manuscript requirements by correctly defining and providing examples of research paper constructs.</b></p> <p><b>ASSESSMENT: Checklist/Rubric</b></p>	<p><b>Currently adopted Grammar textbooks and workbooks</b></p> <p><b>Writers Inc. textbook</b></p>
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