

CURRICULUM MAP FOR LANGUAGE ARTS/ENGLISH HAMMOND BAPTIST SCHOOLS:
10TH GRADE

The Indiana Academic Standards for Grades 9-10 English/Language Arts consist of three domains: Reading Comprehension, Writing, and Communication and Collaboration. The skills listed in each domain indicate what students should know and be able to do by the end of the grade level. It is important that all students can comprehend texts of steadily increasing complexity as they progress throughout the grade level.

10TH GRADE ENGLISH/LANGUAGE ARTS

Standards identified as essential for mastery by the end of the each grade band are indicated with gray shading and an *E*. The learning outcome statement for each domain immediately precedes each set of standards.

READING COMPREHENSION <i>Learning Outcome:</i> Students analyze the author's technique, structure, main ideas, purpose, and perspective in grade-level fiction and nonfiction text, using textual evidence to support analysis.	
10.RC.1 Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence.	Discuss main points of daily Bible reading at the beginning of each class: 20-22 verses; 2-3 minutes. Book Reports— Required reading reports— <i>Science of the Christian Life</i> vols. 1 & 2—done during 1st grading period, Weeks 3 & 5. All nonfiction: 6-12 per year (see attached facsimiles used in 9th- thru 12th-grades).
10.RC.2 Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)	English Literature: Old English thru Modern illustrates themes & heroes, i.e., Man's fall and Redemption— <i>Beowulf</i> and Christ; struggle of error vs. Truth—Wycliffe in Chaucer; Tyndale & Henry VIII and "his" Bible.
10.RC.3 Analyze the evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.	In readings and Skill Builders included with each reading: Structure: Old English—Beowulf: epic Middle English—Chaucer & Wycliffe: "minstrel" style vs. Scripture Modern English—Shakespeare: plays (<i>The Merchant of Venice</i>); sonnets Parallel events: Wycliffe, Tyndale, Henry VIII's, and King James' versions of the Bible Pepys' eyewitness account of The Plague and Defoe's researched account Truth and fictitious treatment of Dissenters 16th & 17th centuries Flashbacks & pacing: especially Coleridge's <i>The Rime of the Ancient Mariner</i>

10.RC.4	Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.	In readings and Skill Builders included with each reading, especially in but not exclusively to: Old English—Beowulf: good vs. evil Middle English—Chaucer: personal accounts Modern English— Milton: <i>Paradise Lost, Found, & Regained</i> Bunyan: <i>The Holy War</i> Dickens: <i>A Tale of Two Cities</i> “Duty” by Bro. Hyles & <i>Ode to Duty</i> (week 26) by Wordsworth
10.RC.5	Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.	Series specifically Middle English: <i>Boy Crusaders</i>
10.RC.6	Determine an author’s perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.	“Everyman” Skelton, More, Bunyan
10.RC.7	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	“Colin Cloute” Marlowe vs. Raleigh
10.RC.8	Analyze U.S. and world documents of historical and literary significance including how they address related themes and concepts.	Not U.S. in 9 th or 10 th grade; done in 11 th English & US history and government classes English Lit: especially Chaucer, Wycliffe, Tyndale, Shakespeare’s history plays
10.RC.9	Use context to determine or clarify the meaning of words and phrases.	Every lit. assignment Weekly Bible Vocabulary-Verses Quizzes Part B uses context clues to supply the correct word
10.RC.10	Analyze nuances in the meaning of words with similar denotations.	Every lit assignment, especially of Romantic Age Bible Vocabulary
10.RC.11	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).	Spelling, especially Week 4: Homonyms; and Weeks 7-12 Vocabulary Shakespeare (Weeks 11-12)
10.RC.12	Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)	Beginning with <i>Beowulf</i> (elements of epic) through Spurgeon (sermon illustrations & Scripture)
10.RC.13	Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.	All, specifically— Bible: Wycliffe to Tyndale to Henry VIII’s to King James Version Bunyan’s autobiography Watts, Newton, John & Charles Wesley, Cowper Pepys/Defoe’s versions of the Plague

WRITING

Learning Outcome: Students compose writing and presentations for various genres which demonstrate a command of English grammar and usage through the writing and research processes; compositions will include correct use of standard formatting (e.g., MLA, APA) with correctly cited sources.

10.W.1 Write arguments in a variety of forms that: - Introduces claim(s), distinguish the claim(s) from alternate or opposing claims and create an organization that establishes clear relationships among claim(s). - Use rhetorical strategies to enhance the effectiveness of the claim. - Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. - Use effective transitions to link the major sections of the text, create cohesion and clarify the relationships between claim(s) and reasons, between the reasons and evidence, and between claim(s) and counter-claims. - Establish and maintain a consistent style and tone appropriate for the purpose and audience. - Provide a concluding statement or section that follows from and supports the argument presented. (E)	Book Reports Compare & Contrast (see included samples)
10.W.2 Write informative compositions on a variety of topics that: - Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions. - Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. - Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. - Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy. - Establish and maintain a style appropriate for the purpose and audience. - Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). (E)	Literature, especially Defoe, Swift, & Burns

10.W.3 Write narrative compositions in a variety of forms that: - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters. - Create a smooth progression of experiences or events. - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences, events, and/or character. - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. - Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.(E)	Book Reports Short essays w/literature readings
10.W.4 Apply the writing process to all formal writing including but not limited to argumentative, informative, and narrative. - Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent. - Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia). - Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.	Book Reports Short essays w/literature readings Publish—essays in English contributed and published in H.B.H.S. Yearbook Class Research projects in 11th- & 12th-grade English classes

10.W.5 Conduct more sustained research assignments and tasks to build knowledge about the research process and the topic under study. a. Formulate an inquiry question and refine and narrow the focus as research evolves. b. Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources. c. Assess the usefulness of each source in answering the research question. d. Synthesize and integrate information into the text selectively to maintain the flow of ideas. e. Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation. f. Present information, choosing from a variety of formats. (E)	Not done in 10 th -grade English; done in 11 th - & 12 th -grade English classes
10.W.6 Demonstrate command of English grammar and usage, focusing on: a. Verbs—Forming and using verbs in the indicative, imperative, interrogative, conditional, and subjunctive moods. b. Usage—Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis. (E)	Review: Weeks 1-2: Nouns/Pronouns Week 3: Verbs Week 5: Modifiers Week 20: Verbals Conjunctions Weeks 21-23: Clauses
10.W.7 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: a. Punctuation—Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses. (E)	Review: Weeks 5, 11, 20-23 during grammar
Communication and Collaboration <i>Learning Outcome:</i> Students actively engage in listening, discussing, and presenting ideas justified by sound reasoning and textual evidence while also evaluating and identifying fallacious reasoning or distorted evidence.	
10.CC.1 Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.	Lit themes all year Bible readings beginning of each class
10.CC.2 Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)	Lit: Descriptions of characters from <i>Beowulf</i> on
10.CC.3 Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	Daily Bible readings Weekly Bible verse Topics used in grammar analysis Lit: especially in Milton & Bunyan
10.CC.4 Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and when warranted, qualify or justify personal views and understanding and make new connections in reference to the evidence and reasoning presented.	Shakespeare's and other authors' views of Henry VIII, Mary I, & Elizabeth Pepys' eyewitness accounts vs. Defoe's researched accounts Defoe's & Swift's & Addison & Steele's political, satirical, & common observations

10.CC.5	Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.	Journalism: 1 st newspapers (King James I's era) to Addison & Steele to <i>Punch</i> to social media (esp. Week 21) More in World History class
10.CC.6	Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.	Current events in World History class
10.CC.7	Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.	In World History class
10.CC.8	Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)	Verbal messages: Raleigh's "revenge" (Week 11) Henry VIII/Mary I/Elizabeth I/ James & Charles I & II—Bunyan, Defoe's <i>Way with Dissenters</i> — "Glorious Revolution" William & Mary Addison & Steele Modern emphasized in World History class

Bibliography

In addition to the Bible:

10th Grade English: Weeks 1-6; Weeks 7-12; Weeks 13-18; Weeks 19-24; Weeks 25-30; and Weeks 31-36.
Schererville: Hammond Baptist Schools, 2006-2024.

Each notebook is divided into weeks and days. Each day has its lesson plan ("Teacher's Toolbox" and "Blueprint"), the teacher's lesson, the students' work sheets, notes, and literature readings, as well as the homework, quizzes, & tests (known as Skill Builders) with keys.